



Thaxted Primary School

Relationship and Sex Education Policy

Policy Date: Summer 2021	Review Date: Summer 2024	Responsible Person: Mrs M Hughes Headteacher In Conjunction with: Subject Leader for PSHE
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1. Statutory requirements

As a maintained primary school, Thaxted primary school must provide relationships education to all pupils as per section 34 of the Children and Social work Act 2017. It is not required to provide sex education as a standalone subject but it does need to teach the elements of sex education contained in the science curriculum. In teaching RSE, it must have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996. This policy has been reviewed and updated in line with “Statutory Guidance: Relationships Education, Relationships and Sex Education and Health Education.” Published June 2019 (Updated July 2020)

At Thaxted Primary School RSE is taught as set out in this policy. The school’s key stakeholders were consulted during its creation; this included meetings with the children, staff and parents.

Thaxted Primary is an inclusive school. Safeguarding underpins everything that it does; all of its policies are aligned with its stand-alone Child Protection Policy, and it considers that the children’s safety and well-being are its most important priority. All of the school policies are interlinked and should be read and informed by all other policies. In addition to the Child Protection Policy, the RSHE policy is linked to the PSHE and Citizenship, Religious Education, Science, Computing and Child Protection policies.

2. Rationale

- Effective relationship, sex and health education is essential if young people are to make responsible and well-informed decisions about their lives. It should not be delivered in isolation but firmly rooted within the framework for PSHE and Citizenship and the National Curriculum. (DFEE Sex and Relationships Guidance 2000)
- Relationship and Sex Education will be referred to as RSE throughout this document.
- The school believes that RSE is the shared responsibility of parents, teachers and governors of the school. The school has an important role in promoting this partnership.
- The staff and governing body believe that RSE is an essential and integral part of a broad and balanced curriculum that should be taught as an ongoing theme throughout the Primary School years.
- It is believed that RSE should be firmly rooted within and delivered through the PSHE and Citizenship framework, with some issues cross-referenced through the Science curriculum.
- RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- RSE involves a combination of sharing information, and exploring issues and values.
- RSE is not about the promotion of sexual activity.

3. Aims, Morals and Values

This RSE policy aims to ensure that all children:

- develop confidence in talking, listening and thinking about matters relating to relationships, sex and health, whilst at the same time using the correct vocabulary;
- are able to name parts of the body and their functions;
- can ask for the help and support that they may need;
- are prepared for puberty.
- have an understanding of sexual development and the importance of health and hygiene;

It aims to provide all pupils with the knowledge and attitudes that will enable them:

- to have a clear understanding about their physical, moral and emotional development;
- to understand the importance of family life;
- to have an understanding of their own bodies and the importance of sexual activity as part of a committed, long-term and loving relationship;
- to challenge sexism and prejudice in society;
- to develop the ability of determining their own values within a moral framework and to make decisions about their behaviour, reflecting concerns for themselves and others;
- develop feelings of self-respect, confidence and empathy.

RSE is part of a wider social, personal, spiritual and moral education process and within this process the children will learn about:

- the importance of marriage/stable relationships for bringing up children;
- the importance of building positive relationships with others, involving trust and respect;
- the importance of self-control and the need to respect their own bodies;
- the importance of protecting themselves from negative experiences of a sexual nature, particularly involving the internet;
- their responsibilities to others and the need to be aware of the consequences of sexual activity.

All of this is constantly highlighted and celebrated through the school's core values of Resilience, Resourcefulness, Responsibility, Respect, Reasoning and Reflection. Known collectively as "the 6Rs."

4. Organisation

RSE will be delivered at all key stages and at all ages and will develop in progression at an age appropriate level. It will be delivered in the context of the PSHE and Computing/e-safety programme; within this there will be specific elements that are clearly a discrete RSE programme. In addition, some aspects will be covered through the Science Curriculum. This will be related to relevant material in the PSHE-RSE programme. Other areas of the taught curriculum will also be related to relevant material in the PSHE-RSE programme.

The combined PSHE and Citizenship framework at Key Stages 1 & 2 is developed through overlapping and linked topics, set out into 4 'Core Themes' taken from the Cambridgeshire Primary Personal Development Programme.

Sex Education is taught as a standalone topic - the 'Growing and Changing' section of Core Theme 1 in the PSHE curriculum. The basis of the Sex Education programme is the Christopher Winter Project "Teaching SRE With Confidence." The areas for learning have been agreed after consultation with staff, governors, school nurse, children and parents.

5. The Curriculum for Relationship and Health Education

The curriculum is set out below, but it may need to be adapted as and when necessary. It has been developed in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Relationship Education

	Years 1 and 2	Years 3 and 4	Years 5 and 6
MYSELF AND MY RELATIONSHIPS			
ANTI BULLYING			
CYBERBULLYING			<ul style="list-style-type: none"> To develop an understanding of cyberbullying and when and where it may occur. To understand strategies for keeping safe from cyberbullying and responding appropriately when it occurs.

	Years 1 and 2	Years 3 and 4	Years 5 and 6
MYSELF AND MY RELATIONSHIPS			
BEGINNING AND BELONGING			
MAKING THE CLASSROOM SAFE	<ul style="list-style-type: none"> To participate in discussions about how to make the classroom a place where they can learn safely and happily. 	<ul style="list-style-type: none"> To be able to contribute to discussions about how to make the classroom a place where they can learn safely and happily. 	<ul style="list-style-type: none"> To be able to develop ideas about how to make the classroom a place where they can learn safely and happily.
BUILDING RELATIONSHIPS	<ul style="list-style-type: none"> To participate in activities that enable them to develop collaborative relationships within the class. 	<ul style="list-style-type: none"> To contribute to approaches and activities for building collaborative relationships within their class. 	<ul style="list-style-type: none"> To develop strategies for building collaborative relationships within the class and the school.
COPING WITH NEW SITUATIONS	<ul style="list-style-type: none"> To recognise what it feels like to be new in school. To have some ideas about how to make new people feel welcome in the class. To know who and what might help them if they are in a new situation. 	<ul style="list-style-type: none"> To recognise the emotions involved in being in a new situation. To know how to make new people feel welcome in the class and in the school. To know what might be helpful for them if they are in a new situation. 	<ul style="list-style-type: none"> To recognise, for themselves and for others, the emotions involved in being in a new situation. To know how to make new people feel welcome, in a range of situations in and out of school. To develop strategies for themselves for coping with new situations.
SOURCES OF SUPPORT	<ul style="list-style-type: none"> To be able to identify adults who can help them if they need support. To know how to ask for help, and to have some ideas about how they can help each other. 	<ul style="list-style-type: none"> To be able to identify people in their support networks, whom they know in different contexts of their lives. To know when I might need help, how to ask for it and to have some ideas about how to help other people in different situations. 	<ul style="list-style-type: none"> To be able to identify a range of sources of support and know how to seek help. To develop approaches to offering help and support to other people.

	Years 1 and 2	Years 3 and 4	Years 5 and 6
MYSELF AND MY RELATIONSHIPS			
FAMILY AND FRIENDS			
DEVELOPING FRIENDSHIP SKILLS (NETWORKS OF SPECIAL PEOPLE Yr5/6)	<ul style="list-style-type: none"> To be able to describe what a friend is and does. To develop strategies for making and keeping friends. To understand that friendship patterns change and to develop strategies for coping. 	<ul style="list-style-type: none"> To recognise the qualities of a good friend and to be able to reflect on their own friendship skills. To develop strategies for managing friendship problems and to be able to support their friends. To understand about and be able to cope with changes in friendship patterns and situations. 	<ul style="list-style-type: none"> To identify who is in their network of people who are special to them and recognise how their relationships have changed and developed. To develop ways of beginning new friendships and maintaining existing ones during times of change.
VALUING DIFFERENCE (UNDERSTANDING AND VALUING DIFFERENCE Yr5/6)	<ul style="list-style-type: none"> To recognise similarities and differences between themselves and their peers. 	<ul style="list-style-type: none"> To be able to identify and value similarities and differences 	<ul style="list-style-type: none"> To recognise and value differences between individuals, and how difference

		<p>between themselves and their classmates.</p> <ul style="list-style-type: none"> To be able to see things from another point of view and to use this in resolving conflict. 	<p>can be a positive aspect of their friendships.</p> <ul style="list-style-type: none"> To recognise the diversity of family patterns, and how these can continue to change.
FAMILIES AND OTHER SPECIAL PEOPLE (COPING WITH RELATIONSHIP ISSUES Yr5/6)	<ul style="list-style-type: none"> To understand why families are special, that there are different family patterns and to be able to describe what is special about their own family. To identify the range of people who are special to them and describe what makes them special. 	<ul style="list-style-type: none"> To identify people who are special to them and to recognise how they affect each other. To recognise different patterns of family life, including their own and those of others they know. 	<ul style="list-style-type: none"> To recognise some of the pressures on relationships and to develop strategies to manage them. To identify some of the influences and pressures involved in group relationships, and to develop strategies to manage these.
GETTING SUPPORT (GIVING AND RECEIVING SUPPORT Yr5/6)	<ul style="list-style-type: none"> To know how to seek help and support and from whom. 	<ul style="list-style-type: none"> To identify people they can talk to if they need support and to have strategies for sharing their concerns. 	<ul style="list-style-type: none"> To know how to access support from people in their network and from other people and places. To identify ways in which they already do or could support others.

	Years 1 and 2	Years 3 and 4	Years 5 and 6
MYSELF AND MY RELATIONSHIPS			
LOST AND FOUND (Additional Unit)			
FRIENDSHIP	<ul style="list-style-type: none"> To be able to recognise feelings in others and to know how these feelings might affect friendships. To be able to recognise the importance of friendship and that there are different types of friendship. To know that it is possible to make friendships stronger and to know some ways of doing this. 		
LONELINESS	<ul style="list-style-type: none"> To understand what it means to be or to feel lonely. To know what being lost/losing something feels like and what you could do in that situation. 	<ul style="list-style-type: none"> Repeat loneliness work from KS1 	<ul style="list-style-type: none"> Repeat loneliness work from KS1
PROBLEM SOLVING	<ul style="list-style-type: none"> To develop the skills of collaborative problem solving and know this can contribute to a friendship. To know how it helps to be with a friend in new or risky situations. 		

	Years 1 and 2	Years 3 and 4	Years 5 and 6
HEALTHY AND SAFER LIFESTYLES			
MANAGING RISK			
RISKY SITUATIONS	<ul style="list-style-type: none"> To identify a range of familiar situations which might entail risk and consider ways to keep themselves safe. 	<ul style="list-style-type: none"> To be able to identify physical, social and emotional risks. To understand that pressure to act in a risky way might come from people they know. To discuss gut feelings and how these can help us. 	<ul style="list-style-type: none"> To describe positive and negative aspects of risk taking. To understand the consequences of taking physical, social and emotional risks. To understand degrees of risk.
REACTIONS TO RISK	<ul style="list-style-type: none"> To identify emotions associated with risky behaviour or situations. 	<ul style="list-style-type: none"> To state possible physical and mental reaction to different risks. 	<ul style="list-style-type: none"> To be able to talk about situations where they have responsibility for their own safety and associated emotions.

			<ul style="list-style-type: none"> To understand sources of pressure to behave in a risky way.
STRATEGIES IN RISKY SITUATIONS	<ul style="list-style-type: none"> To know basic personal information and know when they might need to give it. To understand the range of people in the community who help keep us safer. 	<ul style="list-style-type: none"> To develop a range of strategies to aid decision making in risky situations. To know some ways to reduce risk in a variety of situations. To recognise some of the causes of accidents and ways to prevent them. 	<ul style="list-style-type: none"> To understand and practise a range of strategies to reduce risk. To know some of the main causes of accidents for children and young people and understand ways of reducing or preventing accidents.
RECEIVING AND GIVING HELP	<ul style="list-style-type: none"> To know how to ask for help in an emergency. To recognise familiar situations where they can offer help. To know how to reduce risk and keep myself safer in a variety of situations. 	<ul style="list-style-type: none"> To be able to suggest someone they would tell in different risky situations. To be able to recognise an emergency and take suitable action. 	<ul style="list-style-type: none"> To state ways of getting help when getting attention is difficult. To know and understand where individuals, families and groups can find help. To understand how to be supportive to others who need help in a risky situation. To understand and practise basic procedures for first aid and making an emergency call.

	Years 1 and 2	Years 3 and 4	Years 5 and 6
HEALTHY AND SAFER LIFESTYLES			
PERSONAL SAFETY			
IDENTIFYING TRUSTED ADULTS	<ul style="list-style-type: none"> To be able to identify trusted adults, by including them on their Safety Circle, and to understand what, when, who and how to tell. 	<ul style="list-style-type: none"> To be able to identify trusted adults and approach them for support. 	<ul style="list-style-type: none"> To be able to identify people for individual Networks of support, and why and when they might need to talk with them.
USING OUR SENSES	<ul style="list-style-type: none"> To be able to assess the school and grounds, using their senses. To be able to identify the sixth sense. To be able to use their senses to keep safer. To be able to identify safer places to play. 	<ul style="list-style-type: none"> To be able to assess the school and local environment from a personal safety perspective. To be able to identify and understand 'sixth sense' feelings. 	<ul style="list-style-type: none"> To be able to assess the school and local environment from a personal safety perspective. To be able to make informed judgements to help keep safer.
SAFETY RULES	<ul style="list-style-type: none"> To be able to understand the need to have a strategy to keep safer. 	<ul style="list-style-type: none"> To be able to understand safety rules and who and when to tell. 	<ul style="list-style-type: none"> To be able to review safety planning. To be able to define honesty and explore dilemmas.
BODIES	<ul style="list-style-type: none"> To be able to identify and name body parts including the genital area. 	<ul style="list-style-type: none"> To be able to identify and name body parts, including the sexual parts. 	<ul style="list-style-type: none"> To be able to understand and acknowledge personal boundaries and body language.
TOUCHES	<ul style="list-style-type: none"> To be able to identify and distinguish between 'yes' and 'no' touches. 	<ul style="list-style-type: none"> To be able to identify and distinguish between 'yes' and 'no' touches. 	<ul style="list-style-type: none"> To be able to identify and distinguish between 'yes' and 'no' touches.
SECRETS	<ul style="list-style-type: none"> To be able to recognise 'good' and 'bad' secrets and tricks. 	<ul style="list-style-type: none"> To be able to distinguish between 'good' and 'bad' secrets. To be able to recognise what bribes and tricks are. 	<ul style="list-style-type: none"> To be able to distinguish between 'good' and 'bad' secrets.
ASSESSING RISK	<ul style="list-style-type: none"> To be able to assess risk and keep safer. 	<ul style="list-style-type: none"> To be able to assess problems and risks to keep safer. 	<ul style="list-style-type: none"> To be able to problem solve in order to keep themselves and others safer. To be able to assess risk in order to keep themselves safer.
ASSERTIVENESS	<ul style="list-style-type: none"> To be able to use assertive voice and body language. 	<ul style="list-style-type: none"> To be able to use assertive voice and body language. 	<ul style="list-style-type: none"> To be able to recognise and begin to deal with peer group pressure and influence.
WHAT, WHEN, WHO AND HOW TO TELL	<ul style="list-style-type: none"> To be able to review the Safety Circle to demonstrate what they have learnt and be able to share this with others. 	<ul style="list-style-type: none"> To be able to recognise what makes a good listener and when it is the best time to tell. 	<ul style="list-style-type: none"> To be able to review the people included in the Network of Support.

	Years 1 and 2	Years 3 and 4	Years 5 and 6
HEALTHY AND SAFER LIFESTYLES			
SAFETY CONTEXTS			
SAFETY CONTEXTS	<ul style="list-style-type: none"> To be able to talk about situations where staying safe is important. To identify some dangers of road traffic and understand how to stay safe as a pedestrian and a car passenger. To develop knowledge of dangers from the sun and understand how to keep safe. To identify the dangers of familiar places where water is present and understand how to keep safe. To develop knowledge and skills to stay safe when they are lost. To identify characteristics of safe places to play. 	<ul style="list-style-type: none"> To be able to talk about situations where staying safe is important. To identify further risks with road traffic and have strategies to stay safe. To identify different risks with fire and have strategies to stay safe. To identify wider risks with water and have strategies to stay safe. To identify risks when joining in with activities and visits and have strategies to stay safe. 	<ul style="list-style-type: none"> To be able to talk about situations where staying safe is important. To identify safety issues when cycling and develop understanding of how to stay safe on the roads. To identify ways to stay safe in the sun and have strategies to keep themselves safe. To identify a wider range of situations where they might encounter risk e.g. near the railway and at home and have realistic strategies to stay safe. To understand the rules for keeping people safe at school.
PREVENTING ACCIDENTS	<ul style="list-style-type: none"> To understand basic ways to keep safe from accidents. 	<ul style="list-style-type: none"> To know some action people can take to prevent accidents in familiar settings. 	<ul style="list-style-type: none"> To understand action to prevent a wider range of accidents.

	Years 1 and 2	Years 3 and 4	Years 5 and 6
HEALTHY AND SAFER LIFESTYLES			
E – SAFETY “Me And My Online Identity” (Additional Unit)			
MY ONLINE PRESENCE	<ul style="list-style-type: none"> To understand that the information I put online leaves a digital footprint. 	<ul style="list-style-type: none"> To create a safe online profile. 	<ul style="list-style-type: none"> I can identify information that I should never share.
WORKING ONLINE	<ul style="list-style-type: none"> To create, name and date my digital creative work. To safely search for images online. To use keywords in an online search to find out about a topic. 	<ul style="list-style-type: none"> I can use a search engine accurately. I understand the term ‘plagiarism’ and how to avoid it. 	<ul style="list-style-type: none"> I can identify secure websites by identifying privacy seals of approval. To apply online safety rules to real-life scenarios.
STAYING SAFE	<ul style="list-style-type: none"> To understand how to communicate safely online. To apply our knowledge of safe and sensible online activities to different situations. 	<ul style="list-style-type: none"> To create strong passwords and understand privacy settings. To use knowledge about online safety. Identify a range of ways to report concerns about content and contact. 	<ul style="list-style-type: none"> To identify spam emails and what to do with them. To write citations for the websites I use for research. To create strong passwords. To apply online safety rules to real-life scenarios.
PERSONAL INFORMATION	<ul style="list-style-type: none"> To understand what personal information I need to keep safe. 	<ul style="list-style-type: none"> To explain how to be a responsible digital citizen. 	<ul style="list-style-type: none"> I can apply my online safety knowledge to my online activities.
COMMUNICATING	<ul style="list-style-type: none"> To explore how to use email to safely communicate. To be able to identify kind and unkind behaviour online. 	<ul style="list-style-type: none"> To know what cyberbullying is and how to address it. To safely send and receive emails. To explore different ways children can communicate online. I can identify how a message can hurt someone’s feelings. I can say how I should respond to a hurtful message online. 	<ul style="list-style-type: none"> I can find similarities and differences between in-person and cyberbullying. I can identify good strategies to deal with cyberbullying. I can recognise acceptable/unacceptable behaviour
MAKING CHOICES	<ul style="list-style-type: none"> To apply my online safety knowledge to help others make good choices online. 	<ul style="list-style-type: none"> To understand how websites use advertisements to promote products. 	<ul style="list-style-type: none"> To recognise when, why and how photographs we see online may have been edited.

	<ul style="list-style-type: none"> To recognise whether a website is appropriate for children. To rate and review informative websites. 		<ul style="list-style-type: none"> I understand the benefits and pitfalls of online relationships. I can identify how the media play a powerful role in shaping ideas about girls and boys.
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	Years 1 and 2	Years 3 and 4	Years 5 and 6
CITIZENSHIP RIGHTS, RULES AND RESPONSIBILITIES			

RESPONSIBILITIES	<ul style="list-style-type: none"> To be able to name some people who look after them and some of their responsibilities towards them. To identify jobs and responsibilities they have at school. To understand responsibilities they have to their friends, family and class. 		
RIGHTS AND RESPONSIBILITIES		<ul style="list-style-type: none"> To understand the difference between rights, wants and needs. To understand that rights come with responsibilities and how these affect their home and school life. 	<ul style="list-style-type: none"> To understand the basic rights of children and who is responsible for ensuring they are achieved. To understand how rights, rules and responsibilities affect them and others in class and in the school.
UNDERSTANDING AND DEVELOPING RULES	<ul style="list-style-type: none"> To be able to explain the rules which affect them in school and how they have been made. To understand how rules enable them to feel safe and happy in school. 	<ul style="list-style-type: none"> To understand why rules are needed at home and at school. To be able to participate in making and changing rules. 	<ul style="list-style-type: none"> To take an active role in making and changing rules and in carrying them out. To recognise that there may be differences and sometimes conflict between rights and responsibilities at home and at school. To understand why rules and laws are needed in society.
DEMOCRACY AND DECISION MAKING	<ul style="list-style-type: none"> To understand how democratic decisions might affect them in the everyday life of their class. To understand and experience the process of electing a school council representative. To be able to share opinions, taking turns and valuing the views of others by listening actively. To be able to contribute to paired and class discussions about a topical issue. 	<ul style="list-style-type: none"> To understand how democratic decisions can be made in school. To develop skills to contribute to democratic decision making in school. To understand how children might be democratically elected at school to represent or act on behalf of others. To take part in simple debating and voting. 	<ul style="list-style-type: none"> To know about the role of parliament and MPs. To know about local councils and the role of councillors. To understand how democratic elections work at school and nationally and how people represent or act on behalf of others. To take part in a project which develops active citizenship skills. To be able to discuss and debate moral and social questions and develop their own views.

	Years 1 and 2	Years 3 and 4	Years 5 and 6
CITIZENSHIP WORKING TOGETHER			
RECOGNISING AND DEVELOPING STRENGTHS AND SKILLS	<ul style="list-style-type: none"> To recognise & celebrate some of their strengths, emotions, gifts and talents. To be able to identify and develop a new skill. 	<ul style="list-style-type: none"> To recognise their own worth and identify positive things about themselves and others. To be able to identify skills they need to and would like to develop. 	<ul style="list-style-type: none"> To recognise their own strengths and skills and understand how they are perceived by others.

		<ul style="list-style-type: none"> To experience learning a new skill as a class and to reflect on that process. 	<ul style="list-style-type: none"> To be able to challenge themselves and others to work on developing new skills. To reflect on the experience of learning a new skill and know how to apply it in different contexts. To be aware of how their strengths may be useful in a range of different careers in the future.
DEVELOPING COMMUNICATION SKILLS	<ul style="list-style-type: none"> To understand and practise some skills of a good communicator, including listening skills, turn taking and explaining. 	<ul style="list-style-type: none"> To understand and practise some skills of a good communicator, including effective listening skills, confident expression of opinions and questioning skills. 	<ul style="list-style-type: none"> To understand and practise some skills of a good communicator, including effective listening skills, debating, explaining their views and acknowledging others' views.
DEVELOPING GROUP WORK SKILLS	<ul style="list-style-type: none"> To know and practise effective group work skills, including discussion, negotiation, compromise and co-operation. To be aware of how my skills and strengths can be useful in a group. 	<ul style="list-style-type: none"> To understand and develop effective group work skills, including problem solving and decision making. To know how different people can contribute in different ways to a group task. 	<ul style="list-style-type: none"> To understand and develop effective group work skills, including decision making, chairing and debating.
INFLUENCES ON DECISION MAKING			<ul style="list-style-type: none"> To recognise influences on their decision making, including the media.
DEVELOPING AWARENESS OF STRENGTHS AND SKILLS IN GROUP WORK			<ul style="list-style-type: none"> To be aware of the range of different strengths and skills people bring to a group and to know how my own strengths and skills complement those of others.

APPLYING COMMUNICATION AND GROUP WORK SKILLS	<ul style="list-style-type: none"> To apply communication and group work skills in a real situation. 	<ul style="list-style-type: none"> To apply communication and group work skills in a real situation. To be able to persevere at a task, even when faced with difficulties. 	
DEVELOPING PERSEVERANCE			<ul style="list-style-type: none"> To be able to persevere and overcome barriers to achieving a task.
EVALUATING COMMUNICATION AND GROUP WORK SKILLS	<ul style="list-style-type: none"> To be able to state some things they did well in a group task and some things they would like to do better at next time. 		
EVALUATION AND FEEDBACK SKILLS		<ul style="list-style-type: none"> To be able to evaluate a group task, including their own and others' contribution, the overall process and final results To be able to give feedback sensitively and receive it from others. 	<ul style="list-style-type: none"> To be able to evaluate a group work task, learning from their mistakes and suggesting changes to make in the future. To be able to give and receive positive and constructive feedback which can be applied to future learning.

6. Physical Health and Mental Wellbeing

	Years 1 and 2	Years 3 and 4	Years 5 and 6
MYSELF AND MY RELATIONSHIPS			
ANTI BULLYING			
DEFINING BULLYING	<ul style="list-style-type: none"> To begin to understand what bullying is and recognise examples of physical, verbal and simple indirect forms of 	<ul style="list-style-type: none"> To understand the key characteristics of bullying. To understand different forms of bullying including cyberbullying. 	<ul style="list-style-type: none"> To be able to define bullying including the key characteristics and forms of bullying. To understand and be able to compare and contrast different

	bullying including cyberbullying.		forms of bullying i.e. physical, verbal, indirect, cyberbullying. <ul style="list-style-type: none"> To recognise similarities and differences in the bullying behaviours of girls and boys.
CAUSES AND TYPES OF BULLYING	<ul style="list-style-type: none"> To begin to understand simple reasons for why bullying happens and that it is an unacceptable form of behaviour. To begin to understand that bullying may happen when people do not respect and value similarities and differences between people. 	<ul style="list-style-type: none"> To understand a range of reasons why bullying happens. To understand how bullying can occur when people do not value and respect difference and diversity. 	<ul style="list-style-type: none"> To understand personal factors or circumstances that may cause someone to engage in bullying or become a target of bullying. 5. To understand prejudice driven bullying.
HOW BULLYING MAKES US FEEL	<ul style="list-style-type: none"> To understand how it feels to be bullied. To understand how it feels to see someone else being bullied. To understand how someone who bullies may feel. 	<ul style="list-style-type: none"> To understand the feelings of people who are bullied, bystanders and people who bully and how this might affect the way they think and behave. 	
HOW BULLYING AFFECTS US			<ul style="list-style-type: none"> To understand the feelings of all those involved in a bullying situation including those who are bullied, perpetrators, followers and bystanders and how this might affect the way they think and behave.
RESPONDING TO BULLYING	<ul style="list-style-type: none"> To identify some people in and out of school who they can talk to if they were being bullied. To develop simple strategies for keeping themselves safe from bullying including how to respond assertively. 	<ul style="list-style-type: none"> To understand strategies for keeping themselves safe from bullying including how to respond assertively. To understand strategies for responding to bullying in a range of contexts. 	<ul style="list-style-type: none"> To understand strategies for responding to bullying, including how to respond assertively.
SUPPORTING OTHERS	<ul style="list-style-type: none"> To understand simple ways to help someone who is being bullied and understand what to do if they see bullying happening. 	<ul style="list-style-type: none"> To understand a range of ways to make someone who is being bullied feel better. To understand what bystanders can do to improve the situation if they see bullying happening to someone else. 	<ul style="list-style-type: none"> To understand the role of peer pressure in a bullying situation and how bystanders can become defenders or colluders when responding to bullying.
CYBERBULLYING			<ul style="list-style-type: none"> To develop an understanding of cyberbullying and when and where it may occur. To understand strategies for keeping safe from cyberbullying and responding appropriately when it occurs.
CREATING SAFE ENVIRONMENTS	<ul style="list-style-type: none"> To identify places in school where bullying may happen. To identify ways that the school can promote a caring ethos and encourage positive and safe relationships. 	<ul style="list-style-type: none"> To identify places in school where bullying may happen. To identify ways of making the school a safer place where bullying is less likely to happen. 	<ul style="list-style-type: none"> To consider when, where and what types of bullying are happening in the local community and how to respond to bullying when it occurs outside school. To identify what the whole school community can do to help stop all types of bullying and make the school a safe place.

	Years 1 and 2	Years 3 and 4	Years 5 and 6
MYSELF AND MY RELATIONSHIPS			
MANAGING CHANGE			
RECOGNISING AND UNDERSTANDING CHANGE	<ul style="list-style-type: none"> To recognise that they are growing and that their achievements, skills and responsibilities are changing. 		

	<ul style="list-style-type: none"> To be able to understand that there are changes they can choose for themselves and changes they cannot do anything about. 		
COPING WITH EMOTIONS IN LOSS AND CHANGE SITUATIONS	<ul style="list-style-type: none"> To be able to name some of the emotions that may be felt in situations involving the loss of special possessions. To develop strategies for coping with difficult emotions. 		<ul style="list-style-type: none"> To recognise emotions associated with loss and change, and understand how these themselves can change. To be able to identify what might help when experiencing difficult emotions, how to get support and how they could support others.
IDENTIFYING CHANGES		<ul style="list-style-type: none"> To identify changes that they and other children may experience in their lives. 	<ul style="list-style-type: none"> To be able to identify a range of situations which involve loss and change.
RECOGNISING EMOTIONS IN LOSS AND CHANGE SITUATIONS		<ul style="list-style-type: none"> To name emotions that may be involved in loss and change situations, and to describe what helps and hinders when they are experiencing difficult feelings. To be able to describe how someone who experiences bereavement might feel. 	
COPING WITH LOSS AND CHANGE		<ul style="list-style-type: none"> To develop strategies for coping with feelings associated with loss and change. To know who can help them if they are experiencing difficult emotions, and how to approach them. 	
PLANNING FOR CHANGE		<ul style="list-style-type: none"> To understand that some changes are wanted and that they can plan for them. 	
WAYS TO MANAGE CHANGE			<ul style="list-style-type: none"> To recognise that a range of changes take place throughout everyone's lifetime and that people manage change in different ways. To reflect on their own experiences of change and how they have affected them. To develop strategies for coping with future changes that they may experience.

	Years 1 and 2	Years 3 and 4	Years 5 and 6
MYSELF AND MY RELATIONSHIPS			
MY EMOTIONS			
UNDERSTANDING AND MANAGING FEELINGS	<ul style="list-style-type: none"> To know the names of a basic range of feelings and the strength of their feeling. To know what might prompt different feelings in themselves and others and understand that their emotions and actions can have an effect on themselves and others. To understand the difference between impulsive behaviour and that which is thought 	<ul style="list-style-type: none"> To be able to recognise and communicate an increasing range of emotions, both comfortable and uncomfortable. 	

	through, and what both might feel and look like.		
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UNDERSTANDING AND MANAGING THE IMPACT OF FEELINGS		<ul style="list-style-type: none"> To understand some of the ways emotions may affect our interactions with others. 	
UNDERSTANDING AND MANAGING FEELINGS AND THE IMPACT THEY CAN HAVE			<ul style="list-style-type: none"> To be able to communicate effectively a wide range of emotions, including mixed emotions. To recognise emotions in others and consider the response they might give. To recognise their own mood changes and have some strategies to help them cope. To understand they can be overwhelmed by emotions and recognise this in themselves and others.
CONCENTRATING ON ONE EMOTION		<ul style="list-style-type: none"> To be able to think about their worries and decide what they might do about them. To know when they should share a worry and have some strategies to start conversations about their worries. 	
CONCENTRATING ON INDIVIDUAL EMOTIONS – BOREDOM, WORRY AND STRESS			<ul style="list-style-type: none"> To understand what might cause boredom and have strategies for managing it. To recognise their worries and know how to do something about them. To be able to describe stress, its causes and expression and begin to develop strategies to manage it.
GETTING SUPPORT	<ul style="list-style-type: none"> To know how to get support when they need it. 	<ul style="list-style-type: none"> To be able to get support when they need it. 	<ul style="list-style-type: none"> To be able to get support when they need it.
IMPACT OF FEELINGS ON ACTIONS		<ul style="list-style-type: none"> To understand the 'fight or flight' response and how it might affect them. To recognise some of the strengths and personal qualities of themselves and others. To understand that how we feel can affect how we tackle things and whether or not we find them difficult. To know some strategies to move from an uncomfortable state to a more positive one. 	
UNDERSTANDING AND MANAGING THE IMPACT OF FEELINGS	<ul style="list-style-type: none"> To talk about personal gifts and talents; what they are good at and also what they find more difficult. To understand that they can do things to help us change our mood and that this may be helpful. 		
CALMING AND RELAXING	<ul style="list-style-type: none"> To know what 'relaxed' means and how it feels. To know that it is possible to affect our behaviour by stopping and thinking about what we are doing. 	<ul style="list-style-type: none"> To recognise when they are becoming upset or angry and have some good strategies to help them calm down. 	
BEING ASSERTIVE	<ul style="list-style-type: none"> To be able to stand up for their own rights without being hurtful to others. 	<ul style="list-style-type: none"> To know what it means to be assertive and to be able to act assertively. 	

BUILDING CONFIDENCE AND BEING ASSERTIVE			<ul style="list-style-type: none"> To know what they might find difficult and have some strategies for staying positive through difficult times. To begin to understand what it means to be assertive and to be able to act assertively in appropriate situations.
PROBLEM SOLVING	<ul style="list-style-type: none"> To be able to use a 'problem-solving process' with help. 	<ul style="list-style-type: none"> To be able to use the 'problem-solving process' without help sometimes. 	<ul style="list-style-type: none"> To be able to use the 'problem-solving process' to help myself and others.

	Years 1 and 2	Years 3 and 4	Years 5 and 6
MYSELF AND MY RELATIONSHIPS			
BODY IMAGE (Additional Unit)			
WHAT DOES ATTRACTIVE MEAN?			<ul style="list-style-type: none"> To explore why certain characteristics contribute towards people's views of attractiveness. To explore through survey data how some children and young people currently feel about themselves.
PRIORITIES			<ul style="list-style-type: none"> To explore life priorities and understand how these affect choices about how time and money is spent.
INFLUENCES AROUND US			<ul style="list-style-type: none"> To develop understanding of various influences (including that of the media) on people's views of themselves. To investigate the idea of 'fashion' and what makes something 'fashionable', popular or desirable. To compare how people can be represented and viewed differently through a range of media.
OUR PERSONAL BODY IMAGE AND THAT OF OTHERS			<ul style="list-style-type: none"> To understand what is meant by a "positive body image" and to reflect on their perception of themselves. To recognise how they can develop a positive frame of mind and how this affects body image. To identify possible steps that might help them to address their own body image positively. To be aware of the link between changes (physical and emotional) at puberty and how they might view themselves or feel about themselves. To know what is possible and desirable to change about themselves.
	Years 1 and 2	Years 3 and 4	Years 5 and 6

**HEALTHY AND SAFER LIFESTYLES
DRUG EDUCATION**

DRUG TYPES AND EFFECTS	<ul style="list-style-type: none"> To know basic information about what happens when substances enter the body. 	<ul style="list-style-type: none"> To understand more about different types of drugs and how they can enter the bloodstream. 	<ul style="list-style-type: none"> To know about different categories of drugs including medicines (both prescribed and over-the-counter), legal recreational and illegal.
MEDICINES	<ul style="list-style-type: none"> To understand that all medicines are drugs, but not all drugs are medicines. To develop an understanding of and attitudes towards medicines, health professionals and hospitals. To recognise that there are ways to feel good and better without taking medicines. 	<ul style="list-style-type: none"> To develop understanding about essential use of medicines and people who use and administer them. To know basic safety rules for medicines, including rules for storage at home and at school and be able to follow these rules. 	<ul style="list-style-type: none"> To know about the role of medicines in promoting, improving and sustaining health.
OTHER SUBSTANCES	<ul style="list-style-type: none"> To understand that all drugs and many household substances can be harmful if they are not used properly. 	<ul style="list-style-type: none"> To develop attitudes and beliefs about two legal, recreational drugs – nicotine and alcohol and people who might use or misuse them and why. 	<ul style="list-style-type: none"> To develop their knowledge, understanding and attitudes relating to alcohol, its effects and associated risks and consequences. To develop their knowledge, understanding and attitudes relating to cigarettes, their effects and associated risks and consequences. To develop their knowledge, understanding and attitudes relating to solvents, their effects and associated risks and consequences. To develop understanding of the law relating to the use and misuse of legal and illegal drugs. To develop attitudes and beliefs about the use of legal and illegal drugs, who uses them and why and possible alternatives.
RISK, INFLUENCES AND SUPPORT	<ul style="list-style-type: none"> To be able to identify situations where risky substances are available and be able to ask for advice and check or say 'No, I won't'. To recognise persuaders and pressure in risky situations. 	<ul style="list-style-type: none"> To understand and practise how to act if harmful items e.g. syringe or unknown substances are found. To begin to recognise influences from friends, the media and other sources and how to deal with these. 	<ul style="list-style-type: none"> To recognise a range of different risky situations related to drugs, explore personal reactions to risk and how to be assertive in decision making around these drug related situations. To recognise peer influence and its effect on decision making and behaviour. To develop attitudes towards media and advertising of alcohol, nicotine and other legal drugs. To begin to distinguish between fact and opinion in relation to drugs and to know where to check information and advice.

	Years 1 and 2	Years 3 and 4	Years 5 and 6
HEALTHY AND SAFER LIFESTYLES			
HEALTHY LIFESTYLES			
STAYING HEALTHY	<ul style="list-style-type: none"> To know about the range of things that help make and keep them healthy To understand why healthy eating is beneficial and how it supports physical activity. 		
A BALANCED, HEALTHY LIFESTYLE		<ul style="list-style-type: none"> To understand that they can make choices which contribute to a healthy lifestyle. 	

		<ul style="list-style-type: none"> To understand the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle. 	
HEALTHY LIVING			<ul style="list-style-type: none"> To be aware of and to be able to identify a range of factors which contribute to their physical and mental health.
EXERCISE AND PHYSICAL ACTIVITY	<ul style="list-style-type: none"> To understand the difference between being active and sedentary, simple benefits of regular exercise and how their bodies feel when they exercise. 		
PHYSICAL ACTIVITY		<ul style="list-style-type: none"> To recognise ways in which stamina, strength and flexibility can be improved through daily physical activity. To understand that a healthy lifestyle involves making balanced choices about our free time. 	<ul style="list-style-type: none"> To understand the benefits of physical activity for promoting health.
HEALTHY EATING	<ul style="list-style-type: none"> To be able to talk about foods they like and dislike with reasons why. To recognise how foods fit within the basic food groups in the Eatwell plate, and what constitutes a balanced meal. To understand that we need food to grow, be active and maintain health. To know that everyone should eat at least 5 portions of fruit and vegetables every day. 	<ul style="list-style-type: none"> To be aware of the factors which influence our food choices. To understand the importance of consuming a variety and balance of foods and drinks. To understand how food helps them to be active and healthy and gives them energy. To be able to plan and help prepare simple healthy meals. 	<ul style="list-style-type: none"> To know about why we eat and the range of food and drinks people like and consume which make up their diet. To understand that variety is needed for a healthy diet because different foods contain different substances, including nutrients, which our body needs, and to know that the Eatwell plate represents this balanced diet. To understand the benefits of a range of nutrients for keeping the body healthy.
ENERGY BALANCE			<ul style="list-style-type: none"> To be able to plan, prepare and cook simple healthy meals. To understand that different types and amounts of food provide different amounts of energy, and to know how to achieve an energy balance which will help us stay healthy and be active.
DENTAL HYGIENE	<ul style="list-style-type: none"> To know why good dental hygiene is important and how it contributes to a healthy lifestyle. 	<ul style="list-style-type: none"> To know why good dental hygiene is important and how it contributes to a healthy lifestyle. 	To know why good dental hygiene is important and how it contributes to a healthy lifestyle.
CHOOSING A HEALTHY LIFESTYLE	<ul style="list-style-type: none"> To be able to make healthy eating choices and know how to prepare simple healthy foods. To know how to make choices which promote healthy living. 		
MAKING HEALTHY CHOICES		<ul style="list-style-type: none"> To be able to reflect on their own lifestyles and take responsibility for making healthy choices. 	
INFLUENCES, CHOICES AND TAKING RESPONSIBILITY			<ul style="list-style-type: none"> To understand that there are a range of influences on the choices they make about diet and exercise, including the media, peers and adults. To understand the contribution behaviour and routines make to a healthy

			lifestyle, and to reflect on their own lifestyle choices. <ul style="list-style-type: none"> To recognise how they can take responsibility for achieving a physically and mentally healthy lifestyle.
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	Years 1 and 2	Years 3 and 4	Years 5 and 6
HEALTHY AND SAFER LIFESTYLES			
MANAGING RISK			
RISKY SITUATIONS	<ul style="list-style-type: none"> To identify a range of familiar situations which might entail risk and consider ways to keep themselves safe. 	<ul style="list-style-type: none"> To be able to identify physical, social and emotional risks. To understand that pressure to act in a risky way might come from people they know. 	<ul style="list-style-type: none"> To describe positive and negative aspects of risk taking. To understand the consequences of taking physical, social and emotional risks. To understand degrees of risk.
REACTIONS TO RISK	<ul style="list-style-type: none"> To identify emotions associated with risky behaviour or situations. 	<ul style="list-style-type: none"> To state possible physical and mental reaction to different risks. 	<ul style="list-style-type: none"> To be able to talk about situations where they have responsibility for their own safety and associated emotions. To understand sources of pressure to behave in a risky way.
STRATEGIES IN RISKY SITUATIONS	<ul style="list-style-type: none"> To know basic personal information and know when they might need to give it. To understand the range of people in the community who help keep us safer. 	<ul style="list-style-type: none"> To develop a range of strategies to aid decision making in risky situations. To know some ways to reduce risk in a variety of situations. To recognise some of the causes of accidents and ways to prevent them. 	<ul style="list-style-type: none"> To understand and practise a range of strategies to reduce risk. To know some of the main causes of accidents for children and young people and understand ways of reducing or preventing accidents.
RECEIVING AND GIVING HELP	<ul style="list-style-type: none"> To know how to ask for help in an emergency. To recognise familiar situations where they can offer help. To know how to reduce risk and keep myself safer in a variety of situations. 	<ul style="list-style-type: none"> To be able to suggest someone they would tell in different risky situations. To be able to recognise an emergency and take suitable action. 	<ul style="list-style-type: none"> To state ways of getting help when getting attention is difficult. To know and understand where individuals, families and groups can find help. To understand how to be supportive to others who need help in a risky situation. To understand and practise basic procedures for first aid and making an emergency call.

	Years 1 and 2	Years 3 and 4	Years 5 and 6
HEALTHY AND SAFER LIFESTYLES			
PERSONAL SAFETY			
IDENTIFYING TRUSTED ADULTS	<ul style="list-style-type: none"> To be able to identify trusted adults, by including them on their Safety Circle, and to understand what, when, who and how to tell. 	<ul style="list-style-type: none"> To be able to identify trusted adults and approach them for support. 	<ul style="list-style-type: none"> To be able to identify people for individual Networks of support, and why and when they might need to talk with them.
USING OUR SENSES	<ul style="list-style-type: none"> To be able to assess the school and grounds, using their senses. To be able to identify the sixth sense. To be able to use their senses to keep safer. To be able to identify safer places to play. 	<ul style="list-style-type: none"> To be able to assess the school and local environment from a personal safety perspective. To be able to identify and understand 'sixth sense' feelings. 	<ul style="list-style-type: none"> To be able to assess the school and local environment from a personal safety perspective. To be able to make informed judgements to help keep safer.
SAFETY RULES	<ul style="list-style-type: none"> To be able to understand the need to have a strategy to keep safer. 	<ul style="list-style-type: none"> To be able to understand safety rules and who and when to tell. 	<ul style="list-style-type: none"> To be able to review safety planning. To be able to define honesty and explore dilemmas.

BODIES	<ul style="list-style-type: none"> To be able to identify and name body parts including the genital area. 	<ul style="list-style-type: none"> To be able to identify and name body parts, including the sexual parts. 	<ul style="list-style-type: none"> To be able to understand and acknowledge personal boundaries and body language.
TOUCHES	<ul style="list-style-type: none"> To be able to identify and distinguish between 'yes' and 'no' touches. 	<ul style="list-style-type: none"> To be able to identify and distinguish between 'yes' and 'no' touches. 	<ul style="list-style-type: none"> To be able to identify and distinguish between 'yes' and 'no' touches.
SECRETS	<ul style="list-style-type: none"> To be able to recognise 'good' and 'bad' secrets and tricks. 	<ul style="list-style-type: none"> To be able to distinguish between 'good' and 'bad' secrets. To be able to recognise what bribes and tricks are. 	<ul style="list-style-type: none"> To be able to distinguish between 'good' and 'bad' secrets.
ASSESSING RISK	<ul style="list-style-type: none"> To be able to assess risk and keep safer. 	<ul style="list-style-type: none"> To be able to assess problems and risks to keep safer. 	<ul style="list-style-type: none"> To be able to problem solve in order to keep themselves and others safer. To be able to assess risk in order to keep themselves safer.
ASSERTIVENESS	<ul style="list-style-type: none"> To be able to use assertive voice and body language. 	<ul style="list-style-type: none"> To be able to use assertive voice and body language. 	<ul style="list-style-type: none"> To be able to recognise and begin to deal with peer group pressure and influence.
WHAT, WHEN, WHO AND HOW TO TELL	<ul style="list-style-type: none"> To be able to review the Safety Circle to demonstrate what they have learnt and be able to share this with others. 	<ul style="list-style-type: none"> To be able to recognise what makes a good listener and when it is the best time to tell. 	<ul style="list-style-type: none"> To be able to review the people included in the Network of Support.

	Years 1 and 2	Years 3 and 4	Years 5 and 6
HEALTHY AND SAFER LIFESTYLES			
E – SAFETY “Me And My Online Identity” (Additional Unit)			
MY ONLINE PRESENCE	<ul style="list-style-type: none"> To understand that the information I put online leaves a digital footprint. 	<ul style="list-style-type: none"> To create a safe online profile. 	<ul style="list-style-type: none"> I can identify information that I should never share.
WORKING ONLINE	<ul style="list-style-type: none"> To create, name and date my digital creative work. To safely search for images online. To use keywords in an online search to find out about a topic. 	<ul style="list-style-type: none"> I can use a search engine accurately. I understand the term 'plagiarism' and how to avoid it. 	<ul style="list-style-type: none"> I can identify secure websites by identifying privacy seals of approval. To apply online safety rules to real-life scenarios.
STAYING SAFE	<ul style="list-style-type: none"> To understand how to communicate safely online. To apply our knowledge of safe and sensible online activities to different situations. 	<ul style="list-style-type: none"> To create strong passwords and understand privacy settings. To use knowledge about online safety. Identify a range of ways to report concerns about content and contact. 	<ul style="list-style-type: none"> To identify spam emails and what to do with them. To write citations for the websites I use for research. To create strong passwords. To apply online safety rules to real-life scenarios.
PERSONAL INFORMATION	<ul style="list-style-type: none"> To understand what personal information I need to keep safe. 	<ul style="list-style-type: none"> To explain how to be a responsible digital citizen. 	<ul style="list-style-type: none"> I can apply my online safety knowledge to my online activities.
COMMUNICATING	<ul style="list-style-type: none"> To explore how to use email to safely communicate. To be able to identify kind and unkind behaviour online. 	<ul style="list-style-type: none"> To know what cyberbullying is and how to address it. To safely send and receive emails. To explore different ways children can communicate online. I can identify how a message can hurt someone's feelings. I can say how I should respond to a hurtful message online. 	<ul style="list-style-type: none"> I can find similarities and differences between in-person and cyberbullying. I can identify good strategies to deal with cyberbullying. I can recognise acceptable/unacceptable behaviour
MAKING CHOICES	<ul style="list-style-type: none"> To apply my online safety knowledge to help others make good choices online. To recognise whether a website is appropriate for children. 	<ul style="list-style-type: none"> To understand how websites use advertisements to promote products. 	<ul style="list-style-type: none"> To recognise when, why and how photographs we see online may have been edited. I understand the benefits and pitfalls of online relationships.

	<ul style="list-style-type: none"> To rate and review informative websites. 		<ul style="list-style-type: none"> I can identify how the media play a powerful role in shaping ideas about girls and boys.
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7. The Curriculum for Sex Education

Our curriculum is set out in below.

YEAR 1 GROWING AND CARING FOR OURSELVES		
Lesson	Learning Intention	Learning Outcome
Keeping Clean	<ul style="list-style-type: none"> To understand some basic hygiene principles. 	<ul style="list-style-type: none"> Know how to keep clean and look after oneself.
Growing and Changing	<ul style="list-style-type: none"> To introduce the concept of growing and changing. 	<ul style="list-style-type: none"> Know how people grow and change. Understand that babies become children and then adults. Know the differences between boy and girl babies.
Families and Care	<ul style="list-style-type: none"> To explore different types of families and who to ask for help. 	<ul style="list-style-type: none"> Know there are different types of families. Know which people we can ask for help.

YEAR 2 DIFFERENCES		
Lesson	Learning Intention	Learning Outcome
Differences: Boys and Girls	<ul style="list-style-type: none"> To introduce the concept of male and female and gender stereotypes. To identify differences between males and females. 	<ul style="list-style-type: none"> Talk about the ways boys and girls can be the same and different. Understand that some people have fixed ideas about what boys and girls can do. Describe the difference between male and female babies.
Differences: Male and Female	<ul style="list-style-type: none"> To explore some of the differences between males and females and to understand how this is part of the lifecycle. 	<ul style="list-style-type: none"> Describe some differences between male and female animals. Describe some differences between boys and girls. Understand that making a new life needs a male and a female.
Naming The Body Parts	<ul style="list-style-type: none"> To focus on sexual difference and name body parts. 	<ul style="list-style-type: none"> Describe the physical differences between males and females. Name the male and female body parts.

YEAR 3 VALUING DIFFERENCE AND KEEPING SAFE		
Lesson	Learning Intention	Learning Outcome
Differences: Male and Female	<ul style="list-style-type: none"> To explore the differences between males and females and to name the body parts. 	<ul style="list-style-type: none"> Know some differences and similarities between males and females. Name male and female body parts using agreed words.
Personal Space	<ul style="list-style-type: none"> To consider touch and to know that a person has the right to say what they like and dislike. 	<ul style="list-style-type: none"> Identify different types of touch that people like and do not like. Understand personal space. Talk about ways of dealing with unwanted touch.
Family Differences	<ul style="list-style-type: none"> To explore different types of families and who to go to for help and support. 	<ul style="list-style-type: none"> Understand that all families are different and have different family members. Identify who to go to for help and support.

YEAR 4

GROWING UP		
Lesson	Learning Intention	Learning Outcome
Growing and Changing	<ul style="list-style-type: none"> To explore the human lifecycle. 	<ul style="list-style-type: none"> Describe the main stages of the human lifecycle. Describe the body changes that happen when a child grows up.
Body Changes and Reproduction	<ul style="list-style-type: none"> To identify some basic facts about puberty, reproduction and pregnancy. 	<ul style="list-style-type: none"> Know that during puberty the body changes from a child into a young adult. Understand why the body changes during puberty. Identify some basic facts about pregnancy.
What Is Puberty?	<ul style="list-style-type: none"> To learn about the physical changes associated with puberty. 	<ul style="list-style-type: none"> Know about the physical and emotional changes that happen in puberty. Know that each person experiences puberty differently.

YEAR 5 PUBERTY		
Lesson	Learning Intention	Learning Outcome
Talking About Puberty	<ul style="list-style-type: none"> To explore the emotional and physical changes occurring in puberty. 	<ul style="list-style-type: none"> Explain the main physical and emotional changes that happen during puberty. Ask questions about puberty with confidence.
Male and Female Changes	<ul style="list-style-type: none"> To understand male and female puberty changes in more detail. 	<ul style="list-style-type: none"> Understand how puberty affects the body and the emotions. Describe how to manage physical and emotional changes.
Puberty and Hygiene	<ul style="list-style-type: none"> To explore the impact of puberty on the body and the importance of physical hygiene. To explore ways to get support during puberty. 	<ul style="list-style-type: none"> Explain how to stay clean during puberty. Describe how emotions change during puberty. Know how to get help and support during puberty.

YEAR 6 PUBERTY AND REPRODUCTION		
Lesson	Learning Intention	Learning Outcome
Puberty and Reproduction	<ul style="list-style-type: none"> To consider puberty and reproduction. 	<ul style="list-style-type: none"> Describe how and why the body changes during puberty in preparation for reproduction. Talk about puberty and reproduction with confidence.
Relationships and Reproduction	<ul style="list-style-type: none"> To consider reproduction in the context of relationships. 	<ul style="list-style-type: none"> Discuss different types of adult relationships with confidence. Explain how babies are made.
Conception and Pregnancy	<ul style="list-style-type: none"> To explore the process of conception and pregnancy. 	<ul style="list-style-type: none"> Describe the decisions that have to be made before having a baby. Know some basic facts about pregnancy and conception.

8. Teaching and Learning

RSE will be delivered in the following way:

- As part of a two year rolling programme of personal, social, moral and health education, it will build on the concepts the children already know and understand.
- Classroom discussions will take account of the children's current level of language and understanding, age and readiness.
- Most lessons will take place in mixed gender classes. Some opportunities to work in same gender groups in Yr5/6 may be offered, if appropriate for that group of children.
- It will be relevant to the backgrounds and needs of our children.
- It will focus on relevant situations and the subsequent emotions that influence choice and thinking skills.

- It will ensure that all children regardless of background and ability can equally access the programme of work.
- The scheme of work gives learning outcomes that meet the needs of our children; it covers what they need to know and understand, and develops their ability to express themselves and make choices.
- Any RSE issues or questions arising from children will be answered or discussed honestly with age and maturity appropriateness.
- RSE is taught in a sensitive manner and, where appropriate, confidentiality is respected. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, or indicate that they are victims of abuse, the teacher will immediately inform the Headteacher who will deal with it as a matter of child protection.
- Sensitive issues that may arise during a lesson will be discussed with individuals at the end of the lesson.
- Links are made with the Computing curriculum so that, as part of RSE, pupils recognise ways they could put themselves at risk through the use of technology. These can include risks to their emotional and physical wellbeing and safety and their personal reputation. It is important to explore the risks, the law as it pertains to the sharing and downloading of images and information, and safe ways of sharing personal information, social networking, online dating and sharing images.

9. Children with SEND

Every child will have equal access and opportunity to participate in the schools RSE programme. The programme will be sensitive to lifestyle, beliefs, cultures and the backgrounds of the pupils within school. Where a child's SEN needs may impact on their maturity or ability to understand the RSE content, discussions will be held with parents regarding adaptations to the content or any support required.

10. Roles and responsibilities

The governing body

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

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school and for managing requests to withdraw pupils from the sex education components of RSE.

Staff

All staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents have requested they be withdrawn from the sex education component

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE should discuss their situation with the headteacher.

Pupils

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

The subject leader

RSE will be monitored and assessed as part of the overall PSHE programme and its science content in accordance with the requirements of the National Curriculum. The PSHE programme is led by the PSHE subject leader in cooperation with the Headteacher and the Senior Leadership Team. It is taught and assessed by class teachers. The PSHE subject leader and the SLT are responsible for monitoring and evaluating the RSE programme as part of the whole school monitoring, classroom observations, book scrutinies and discussions with children. The PSHE subject leader is there to also offer support and advice where needed and to audit the resources for this subject.

In addition, Healthy School audits are regularly updated and the curriculum committee of the governing body monitors our Relationships and Sex Education Policy. If external agencies are involved in the delivery of the school's RSE programme they will be made aware of the school policy and they will work within the framework.

11. Parental involvement and the right to request pupil withdrawal

A major concern of parents is that their child may be subjected to inappropriate teaching and materials and want to ensure that what is taught is pitched at the appropriate level for the age of their child (Blunkett, 2000).

“Statutory Guidance: Relationships Education, Relationships and Sex Education and Health Education.” gives parents the right to withdraw their children from sex education (other than elements which are required by the National Curriculum Science order) but not from statutory Relationships Education or Health Education.

Parents will be informed prior to the “Relationships and Sexual Education” theme being covered in class and invited to preview any plans, resources, see the school policy and make comments to the PSHE co-ordinator. This usually takes place during the summer term. Any parent wishing to then withdraw their child should make their views known to the Headteacher in writing. However, it should be advised that subjects can arise at any moment in which case it will not be possible to notify parents in advance. Questions arising will naturally be answered appropriately and with sensitivity, depending on child's age and maturity.

Prospective and current parents will be able to access the school's RSE policy on the school website. If parents have any concerns regarding the content of this policy they can make an appointment with their child's teacher. Parents wishing to discuss specific aspects of the planned curriculum are invited to make an appointment with the Headteacher.

12. Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

Lesbian, Gay Bisexual and Transgender (LGBT)

When teaching Relationships Education and RSHE, we will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. In order to do so we will comply with the relevant provisions of the [Equality Act 2010](#) and [The Equality Act 2010: advice for schools](#), under which sexual orientation and gender reassignment are amongst the protected characteristics.

All teaching will be sensitive and age appropriate in approach and content. At the point that the school considers it appropriate to teach its pupils about LGBT, it will ensure that this content is fully integrated into its programs of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson.

13. Links to other policies or guidance

This policy should be read in conjunction with:

- The 'What And How at Thaxted' (WHAT) book for staff.
- Inclusion/SEND Policy
- PSHE Policy
- RE Policy
- Science Policy
- Child Protection Policy
- The National Curriculum

14. Review Procedure

This policy will be reviewed in line with the school Policy Schedule. See table at beginning of policy for review date.

15. Further Resources

DfE.(2015) The National Curriculum for England and Wales, HMSO;

DfEE (2000) Sex and Relationship Education Guidance;

Guidance on producing your school's SRE policy – PSHE Association 2013 – www.pshe-association.org.uk;

Age appropriate website links, such as

<http://www.bbc.co.uk/science/humanbody/body/interactives/lifecycle/teenagers/> and BBC TV and C4 TV Programmes with resources and follow-up lessons;

Whetton, N & Williams, T, *'Health for Life' Ages 4-7* (Health Education Authority) Nelson, 2000.

Whetton, N & Williams, T, *'Health for Life' Ages 8-11* (Health Education Authority) Nelson, 2000.

Age appropriate picture books, such as 'Mummy Laid an Egg' by Babette Cole and "Let's Talk About Sex" published by Usbourne.

Appendix 1 Relationships

By the end of Primary School:

<p>Families and people who care for me</p>	<p>Pupils should know</p> <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
<p>Caring Relationships</p>	<p>Pupils should know</p> <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
<p>Respectful Relationships</p>	<p>Pupils should know</p> <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

	<ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <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	<p>Pupils should know</p> <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 2 Physical health and mental wellbeing

By the end of Primary School:

Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
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	<ul style="list-style-type: none"> • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy Eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

	<ul style="list-style-type: none"> • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<p>Pupils should know</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.