

Relationships and sex education policy

Linden Primary School



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1. Aims

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

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

2. Statutory requirements

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

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

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

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

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

At Linden Primary School, we teach RSE as set out in this policy.

3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy

4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

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

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

RSE is not about the promotion of sexual activity.

5. Curriculum

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

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

Primary sex education will focus on:

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

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

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

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

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

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

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

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

6.1 Inclusivity

We will teach about these topics in a manner that:

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

We will also:

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

6.2 Use of resources

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

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches

- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session

- Remind teachers that they can say “no” or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

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

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

8. Roles and responsibilities

8.1 The governing board

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

8.2 The headteacher

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

8.3 Staff

Staff are responsible for:

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

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

The following staff members will be involved in the teaching of RSE: Mrs Harris, Mrs Brown, Mrs Williams, Mrs O'Connor, Miss Patel, Mr Hunt, Mrs Chopra, Mrs Kaur, Miss Rakkar, Mrs Sanders, , Mrs Grundy, Ms Idris, Miss Gooing, Mrs Patel, Mrs Mahomed and Mrs Chahal

8.4 Pupils

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

9. Parents' right to withdraw

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

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

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

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

The RSE curriculum provided by Linden Primary School contains only two lessons which are non-statutory and therefore parents have the right to withdraw. Both of these lessons are part of the Year 6 curriculum and are detailed below:

- Lesson - Understanding the biology of conception
- Lesson - Understanding the development of the baby during pregnancy

10. Training

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

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

11. Monitoring arrangements

The delivery of RSE is monitored by the Head teacher through:

- Planning scrutiny
- Learning walks
- Pupil voice
- Parent questionnaires

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

This policy will be reviewed by the Head teacher. At every review, the policy will be approved by the Curriculum Committee.

Appendix 1: Curriculum map

PSHE & RSE		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Year 1	Substantive Knowledge	<p><u>Family and relationships</u></p> <p>To understand that families look after us.</p> <p>To know some words to describe how people are related (e.g. aunty, cousin, etc.)</p> <p>To know that some information about me and my family is personal.</p> <p>To understand some characteristics of a positive friendship.</p> <p>To understand that friendships can have problems but that these can be overcome.</p> <p>To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.</p>	<p><u>Health and well-being</u></p> <p>To understand we can limit the spread of germs by having good hand hygiene.</p> <p>To know the five S's for sun safety: slip, slop, slap, shade, sunglasses.</p> <p>To know that certain foods and other things can cause allergic reactions in some people.</p> <p>To know that sleep helps my body to repair itself, to grow and restores my energy.</p> <p>To know that strengths are things we are good at.</p> <p>To know that qualities describe what we are like.</p> <p>To know the words to describe some positive and negative emotions.</p>	<p><u>Citizenship</u></p> <p>To know the rules in school.</p> <p>To know that different pets have different needs.</p> <p>To understand the needs of younger children and that these change over time.</p> <p>To know that voting is a fair way to make a decision.</p> <p>To understand that people are all different.</p>	<p><u>Economic Well being</u></p> <p>To know that coins and notes have different values.</p> <p>To know some of the ways children may receive money.</p> <p>To know that it is wrong to steal money.</p> <p>To know that banks are places where we can store our money.</p> <p>To know some jobs in school.</p> <p>To know that different jobs need different skills.</p>		<p><u>Safety and the changing body</u></p> <p>To know that some types of physical contact are never appropriate.</p> <p>To know what to do if I get lost.</p> <p>To know that a hazard is something which could cause an accident or injury.</p> <p>To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.</p> <p>To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened.</p> <p>To know that emergency services are the police, fire service and the ambulance service.</p>
	Disciplinary	Exploring how	Learning how to	Recognising why	Discussing how to		Practising what to

	<p>Knowledge</p>	<p>families are different to each other.</p> <p>Exploring how friendship problems can be overcome.</p> <p>Exploring friendly behaviours.</p> <p>Recognising how other people show their feelings.</p> <p>Identifying ways we can care for others when they are sad.</p> <p>Exploring the ability to successfully work with different people.</p>	<p>wash my hands properly.</p> <p>Learning how to deal with an allergic reaction.</p> <p>Exploring positive sleep habits.</p> <p>Exploring two different methods of relaxation: progressive muscle relaxation and laughter.</p> <p>Exploring health-related jobs and people who help look after our health.</p> <p>Identifying personal strengths and qualities.</p> <p>Identifying different ways to manage feelings.</p>	<p>rules are necessary.</p> <p>Discussing how to meet the needs of different pets.</p> <p>Exploring the differences between people.</p> <p>Recognising the groups that we belong to.</p>	<p>keep money safe.</p> <p>Discussing what to do if we find money.</p> <p>Exploring choices people make about money.</p> <p>Developing an understanding of how banks work.</p>		<p>do if I get lost.</p> <p>Identifying hazards that may be found at home.</p> <p>Understanding people's roles within the local community that help keep us safe.</p> <p>Learning what is and is not safe to put in or on our bodies.</p> <p>Practising making an emergency phone call.</p>
	<p>Vocabulary</p>	<p>behaviour care emotions family feelings friend friendly problem stereotype</p>	<p>allergy emotions feelings germs ill (poorly) qualities relax</p>	<p>care democracy different fair pet responsibility rule similar unique vote</p>	<p>bank bank account building society cash choice coins earn interest job money money box notes pocket money purse safe</p>		<p>accident drug emergency hazards medicine physical contact polite respect role trust</p>

					save skill spend value wallet		
Year 2	Substantive Knowledge	<p><u>Family and relationships</u></p> <p>To know that families can be made up of different people.</p> <p>To know that families may be different to my family.</p> <p>To know some problems which might happen in friendships.</p> <p>To understand that some problems in friendships might be more serious and need addressing.</p> <p>To understand some ways people show their feelings.</p> <p>To understand what good manners are.</p> <p>To understand some stereotypes related to jobs.</p> <p>To know that there are ways we can remember people or events.</p>	<p><u>Health and wellbeing</u></p> <p>To know that food and drinks with lots of sugar are bad for our teeth.</p> <p>To understand the importance of exercise to stay healthy.</p> <p>To understand the balance of foods we need to keep healthy.</p> <p>To know that breathing techniques can be a useful strategy to relax.</p> <p>To know that we can feel more than one emotion at a time.</p> <p>To know that a growth mindset means being positive about challenges</p>	<p><u>Citizenship</u></p> <p>To know some of the different places where rules apply.</p> <p>To know that some rules are made to be followed by everyone and are known as 'laws'.</p> <p>To know some of the jobs people do to look after the environment in school and the local community.</p> <p>To understand how democracy works in school through the school council.</p> <p>To understand that everyone has similarities and differences.</p>	<p><u>Economic wellbeing</u></p> <p>To know some of the ways in which adults get money.</p> <p>To know the difference between a 'want' and 'need'.</p> <p>To know some of the features to look at when selecting a bank account.</p>		<p><u>Safety and the Changing Body</u></p> <p>To know the PANTS rule.</p> <p>To know that I should tell an adult if I see something that makes me uncomfortable online.</p> <p>To understand the difference between secrets and surprises.</p> <p>To know the rules for crossing the road safely.</p> <p>To know that medicine can help us when we are ill.</p> <p>To understand that we should only take medicines when a trusted adult says we can.</p> <p>To know the names of parts of my body, including private parts.</p>
	Disciplinary Knowledge	<p>Understanding ways to show respect for different families.</p> <p>Understanding that families offer love, care and support</p>	<p>Exploring the effect that food and drink can have on my teeth.</p> <p>Exploring some of the benefits of exercise on body and mind.</p>	<p>Explaining why rules are in place.</p> <p>Identifying positives and negatives about the school environment.</p>	<p>Identifying whether something is a want or need.</p> <p>Recognising that people make choices about how to spend money.</p>		<p>Discussing the concept of privacy.</p> <p>Exploring ways to stay safe online.</p> <p>Learning how to</p>

		<p>Understanding difficulties in friendships and discussing action that can be taken.</p> <p>Learning how other people show their feelings and how to respond to them.</p> <p>Exploring the conventions of manners in different situations.</p> <p>Exploring how loss and change can affect us.</p>	<p>Exploring some of the benefits of a healthy, balanced diet.</p> <p>Suggesting how to improve an unbalanced meal.</p> <p>Learning breathing exercises to aid relaxation.</p> <p>Exploring strategies to manage different emotions.</p> <p>Developing empathy.</p> <p>Identifying personal goals and how to work towards them.</p> <p>Exploring the need for perseverance and developing a growth mindset.</p> <p>Developing an understanding of self-respect.</p>	<p>Learning how to discuss issues of concern to me.</p> <p>Recognising the importance of looking after the school environment.</p> <p>Identifying ways to help look after the school environment.</p> <p>Recognising the contribution people make to the local community.</p>	<p>Exploring the reasons why people choose certain jobs.</p>	<p>behave safely near the road and when crossing the road.</p> <p>Exploring what people can do to feel better when they are ill.</p> <p>Learning how to be safe around medicines.</p>
	Vocabulary	<p>friendship</p> <p>love</p> <p>manners</p> <p>feelings</p> <p>emotions</p> <p>family</p> <p>stereotype</p> <p>respect</p>	<p>diet</p> <p>exercise</p> <p>goal</p> <p>growth mindset</p> <p>healthy</p> <p>physical activity</p> <p>relaxation</p> <p>skill</p> <p>strengths</p>	<p>election</p> <p>environment</p> <p>identity</p> <p>job</p> <p>opinion</p> <p>rule</p> <p>school council</p> <p>volunteer</p> <p>vote</p>	<p>coins</p> <p>need</p> <p>notes</p> <p>priority</p> <p>want</p>	<p>medicine</p> <p>pedestrian</p> <p>private</p> <p>secret</p> <p>surprise</p> <p>penis</p> <p>testicles/testes</p> <p>vulva</p> <p>vagina</p>
Year 3	Substantive Knowledge	<u>Family and relationships</u>	<u>Health and wellbeing</u>	<u>Citizenship</u>	<u>Economic wellbeing</u>	<u>Safety and the Changing Body</u>
				To understand the UN	To understand that there are different ways to pay	To understand that

		<p>To know that I can talk to trusted adults or services such as Childline if I experience family problems.</p> <p>To know that bullying can be physical or verbal.</p> <p>To know that bullying is repeated, not a one-off event.</p> <p>To know that violence is never the right way to solve a friendship problem.</p> <p>To know that trust is being able to rely on someone and it is an important part of relationships.</p> <p>To know the signs of a good listener.</p> <p>To understand that there are similarities and differences between people.</p> <p>To understand some stereotypes related to age.</p>	<p>To understand ways to prevent tooth decay.</p> <p>To understand the positive impact relaxation can have on the body.</p> <p>To know the different food groups and how much of each of them we should have to have a balanced diet.</p> <p>To understand the importance of belonging.</p> <p>To understand what being lonely means and that it is not the same as being alone.</p> <p>To understand what a problem or barrier is and that these can be overcome.</p>	<p>Convention on the Rights of the Child.</p> <p>To understand how recycling can have a positive impact on the environment.</p> <p>To know that the local council is responsible for looking after the local area.</p> <p>To know that elections are held where adults can vote for local councillors.</p> <p>To understand some of the consequences of breaking rules.</p> <p>To understand the role of charities in the community.</p>	<p>for things.</p> <p>To know that budgeting money is important.</p> <p>To understand that there are a range of jobs available.</p> <p>To understand that some stereotypes can exist around jobs but these should not affect people's choices.</p>		<p>cyberbullying is bullying which takes place online</p> <p>To know the signs that an email might be fake.</p> <p>To know the rules for being safe near roads.</p>
Disciplinary Knowledge	<p>To know that I can talk to trusted adults or services such as Childline if I experience family problems.</p> <p>To know that bullying can be physical or verbal.</p> <p>To know that bullying is repeated, not a one-off event.</p> <p>To know that violence is never the right way to solve a friendship problem.</p>	<p>Discussing why it is important to look after my teeth.</p> <p>Learning stretches that can be used for relaxation.</p> <p>Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.</p> <p>Exploring my own identity through the groups</p>	<p>Exploring how children's rights help them and other children.</p> <p>Considering the responsibilities that adults and children have to maintain children's rights.</p> <p>Discussing ways we can make a difference to recycling rates at home/school.</p> <p>Identifying local community groups and</p>	<p>Discussing the range of feelings which money can cause.</p> <p>Discussing the different attitudes people have to money.</p> <p>Exploring the impact our spending can have on other people.</p> <p>Considering the advantages and disadvantages of different</p>		<p>Exploring ways to respond to cyberbullying or unkind behaviour online.</p> <p>Developing skills as a responsible digital citizen.</p> <p>Identifying unsafe things people might do near roads unsafe.</p> <p>Beginning to recognise unsafe digital content.</p>	

		<p>To know that trust is being able to rely on someone and it is an important part of relationships.</p> <p>To know the signs of a good listener.</p> <p>To understand that there are similarities and differences between people.</p> <p>To understand some stereotypes related to age.</p>	<p>I belong to.</p> <p>Identifying my strengths and exploring how I use them to help others.</p> <p>Being able to break down a problem into smaller parts to overcome it.</p>	<p>discussing how these support the community.</p>	<p>payment methods.</p>		
	Vocabulary	<p>bullying</p> <p>communicate</p> <p>empathy</p> <p>open questions</p> <p>similar</p> <p>solve</p> <p>stereotype</p> <p>sympathy</p> <p>trust</p>	<p>alone</p> <p>balance</p> <p>barriers</p> <p>belonging</p> <p>identity</p> <p>lonely</p> <p>resilience</p>	<p>Charity</p> <p>Community</p> <p>Consequence</p> <p>Council</p> <p>Councillor</p> <p>Law</p> <p>Recycling</p> <p>Rights</p> <p>United Nations (UN)</p>	<p>Budget</p> <p>Expense</p> <p>Feeling</p> <p>Qualification</p> <p>Stereotype</p>		<p>allergic</p> <p>anaphylaxis</p> <p>bullying</p> <p>casualty</p> <p>choice</p> <p>cyberbullying</p> <p>decision</p> <p>distraction</p> <p>fake</p> <p>influence</p> <p>injuries</p>
Year 4	Substantive Knowledge	<p><u>Families and relationships</u></p> <p>To know that families are varied in the UK and across the world.</p> <p>To understand the different roles related to bullying including the victim, bully and bystander.</p> <p>To understand that everyone has the right to decide what happens to</p>	<p><u>Health and wellbeing</u></p> <p>To know key facts about dental health.</p> <p>To know that visualisation means creating an image in our heads.</p> <p>To know that different job roles need different skills and so some roles may suit me more than others.</p>	<p><u>Citizenship</u></p> <p>To know that human rights are specific rights that apply to all people.</p> <p>To know some of the people who protect our human rights such as police, judges and politicians.</p> <p>To know that reusing items is of benefit to the environment.</p> <p>To understand that</p>	<p><u>Economic Wellbeing</u></p> <p>To know that money can be lost in a variety of ways.</p> <p>To understand the importance of tracking money.</p> <p>To know that many people will have more than one job or career in their lifetimes.</p> <p>Exploring ways to overcome</p>		<p><u>Safety and the changing body</u></p> <p>To understand that there are risks to sharing things online.</p> <p>To know the difference between private and public.</p> <p>To understand the risks associated with smoking tobacco.</p>

		<p>their body.</p> <p>To understand the courtesy and manners which are expected in different scenarios.</p> <p>To understand some stereotypes related to disability.</p> <p>To know that bereavement describes the feeling someone might have after someone dies or following another big change in their lives.</p>	<p>To know that it is normal to experience a range of emotions.</p> <p>To know that mental health refers to our emotional wellbeing, rather than physical.</p> <p>To understand that mistakes can help us to learn.</p> <p>To know who can help if we are worried about our own or other people's mental health.</p>	<p>councillors have to balance looking after local residents and the needs of the council.</p> <p>To know that there are a number of groups that make up the local community.</p>	<p>stereotypes in the workplace.</p>		<p>To know there are things you can do as an adult that you can't as a child</p> <p>To know how they have changed physically so far and some of the physical changes as you become an adult</p> <p>To know that asthma is a condition that causes the airways to narrow.</p>
	Disciplinary Knowledge	<p>Using respectful language to discuss different families.</p> <p>Exploring physical and emotional boundaries in friendships.</p> <p>Exploring how my actions and behaviour can affect other people.</p> <p>Discussing how to help someone who has experienced a bereavement.</p>	<p>Developing independence in looking after my teeth.</p> <p>Identifying what makes me feel calm and relaxed.</p> <p>Learning visualisation as a tool to aid relaxation.</p> <p>Exploring how my skills can be used to undertake certain jobs.</p> <p>Explore ways we can make ourselves feel happy or happier.</p> <p>Developing the ability to appreciate the emotions of others in different situations.</p> <p>Learning to take responsibility for my emotions by knowing that I can control some things but not others.</p> <p>Developing a growth</p>	<p>Discussing how we can help to protect human rights.</p> <p>Identifying ways items can be reused.</p> <p>Explaining why reusing items is of benefit to the environment.</p> <p>Identifying the benefits different groups bring to the local community.</p> <p>Discussing the positives diversity brings to a community.</p>	<p>Exploring the factors which affect whether something is value for money.</p> <p>Discuss some impacts of losing money.</p> <p>Identifying negative and positive influences that can affect our career choices.</p>		<p>Discussing how to seek help if I need to.</p> <p>Exploring what to do if an adult makes me feel uncomfortable.</p> <p>Learning about the benefits and risks of sharing information online.</p> <p>Discussing the benefits of being a non-smoker.</p> <p>Learning how to help someone who is having an asthma attack.</p>

			mindset.				
	Vocabulary	act of kindness authority bereavement boundaries bystander permission	fluoride healthy mental health negative emotions positive emotions relaxation resilience skill visualise	Authority Cabinet Community Council Council officer Diversity Environment Human rights Local government Protect Reuse United Nations/UN Volunteer	Bank balance Bank statement Career Debit card		Age restriction Asthma Law Protect Public Tobacco
Year 5	Substantive Knowledge	<p><u>Families and relationships</u></p> <p>To know that marriage is a legal commitment and a choice people can make.</p> <p>To know that, if I have a problem, I can call ChildLine on 0800 1111.</p> <p>To know what attributes and skills make a good friend.</p> <p>To understand what might lead to someone bullying others.</p> <p>To know what action a bystander can take when they see bullying.</p> <p>To understand that positive attributes are the good qualities that someone has.</p> <p>To know that stereotypes can be unfair, negative and destructive.</p> <p>To know that discrimination</p>	<p><u>Health and wellbeing</u></p> <p>Understand the risks of sun exposure.</p> <p>To know that relaxation stretches can help us to relax and de-stress.</p> <p>To know that calories are the unit that we use to measure the amount of energy certain foods give us.</p> <p>To know that what we do before bed can affect our sleep quality.</p> <p>To understand what can cause stress.</p> <p>To understand that failure is an important part of success.</p>	<p><u>Citizenship</u></p> <p>To know what happens when someone breaks the law.</p> <p>To understand the waste hierarchy.</p> <p>To know that parliament is made up of the House of Commons, the House of Lords and the Monarch.</p> <p>To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work.</p> <p>To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change.</p>	<p><u>Economic wellbeing</u></p> <p>To know that when money is borrowed it needs to be paid back, usually with interest.</p> <p>To know that it is important to prioritise spending.</p> <p>To know that income is the amount of money received and expenditure is the amount of money spent.</p> <p>To know some ways that people lose money.</p>		<p><u>Safety and the changing body</u></p> <p>To know the steps to take before sending a message online (using the THINK mnemonic).</p> <p>To know some of the possible risks online.</p> <p>To know some strategies I can use to overcome pressure from others and make my own decisions.</p> <p>To understand the physical changes to both male and female bodies as people grow from children to adults</p> <p>To understand the process of the menstrual cycle.</p> <p>To know that puberty happens at different ages for different people.</p>

		is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability.					To know how to assess a casualty's condition.
Disciplinary Knowledge	<p>Identifying ways families might make children feel unhappy or unsafe.</p> <p>Exploring the impact that bullying might have.</p> <p>Exploring issues that might be encountered in friendships and how these might impact the friendship.</p> <p>Exploring and questioning the assumptions we make about people based on how they look.</p> <p>Exploring our positive attributes and being proud of these (self-respect).</p>	<p>Developing independence for protecting myself in the sun.</p> <p>Understanding the relationship between stress and relaxation.</p> <p>Considering calories and food groups to plan healthy meals.</p> <p>Developing greater responsibility for ensuring good quality sleep.</p> <p>Taking responsibility for my own feelings.</p>	<p>Explaining why reducing the use of materials is positive for the environment.</p> <p>Discussing how rights and responsibilities link.</p> <p>Exploring the right to a freedom of expression. Identifying the contribution people make to the community and how this is recognised.</p> <p>Developing an understanding of how parliament and Government work.</p> <p>Identifying ways people can bring about change in society.</p>	<p>Discussing risks associated with money.</p> <p>Making a budget based on priorities.</p> <p>Discussing the role of money in selecting a job.</p> <p>Discussing how income can change and the feelings associated with this.</p>		<p>Developing an understanding of how to ensure relationships online are safe.</p> <p>Learning to make 'for' and 'against' arguments to help with decision making.</p> <p>Identifying reliable sources of help with puberty.</p> <p>Learning about how to help someone who is bleeding.</p>	
Vocabulary	<p>attributes</p> <p>bullying</p> <p>bystander</p> <p>cyberbullying</p> <p>marriage</p> <p>secret</p> <p>wedding</p>	<p>fail</p> <p>goal</p> <p>protect</p> <p>relaxation</p> <p>responsibility</p> <p>steps</p>	<p>Defendant</p> <p>Environment</p> <p>Freedom of expression</p> <p>Government</p> <p>House of Commons</p> <p>Human rights</p> <p>Judge</p> <p>Jury</p> <p>Member of Parliament (MP)</p> <p>Parliament</p>	<p>Discrimination</p> <p>Expenditure</p> <p>Giving back</p> <p>Income</p> <p>Interest</p> <p>Repayment</p>		<p>Age restriction</p> <p>Asthma</p> <p>Breasts</p> <p>Genitals</p> <p>Law</p> <p>Penis</p> <p>Private</p> <p>Protect</p> <p>Puberty</p> <p>Public</p> <p>Testicles/Testes</p> <p>Tobacco</p>	

				Pressure group Prime Minister Trial			
Year 6	Substantive Knowledge	<p><u>Family and relationships</u></p> <p>To know that a conflict is a disagreement or argument and can occur in friendships.</p> <p>To understand the concepts of negotiation and compromise.</p> <p>To understand what respect is.</p> <p>To understand that everyone deserves respect but respect can be lost.</p> <p>To understand that stereotypes can lead to bullying and discrimination.</p> <p>To understand that loss and change can cause a range of emotions.</p> <p>To know that grief is the process people go through when someone close to them dies.</p>	<p><u>Health and wellbeing</u></p> <p>To understand that vaccinations can give us protection against disease.</p> <p>To know that changes in the body could be possible signs of illness.</p> <p>To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health).</p> <p>To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits.</p> <p>To understand that a number of factors contribute to my mental health (diet, exercise, rest/relaxation).</p> <p>To know the effects technology can have on mental health.</p>	<p><u>Citizenship</u></p> <p>To know that education is an important human right.</p> <p>To know that our food choices can affect the environment.</p> <p>To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education.</p> <p>To know that prejudice is making assumptions about someone based on certain information.</p> <p>To know that discrimination is treating someone differently because of certain factors.</p>	<p><u>Economic Wellbeing</u></p> <p>To understand that there are certain rules to follow to keep money safe in bank accounts.</p> <p>To know that gambling is a risk where money, or something else, is swapped in the hope of winning something better or more money.</p> <p>To understand that different jobs have different routes into them.</p> <p>To understand that people change jobs for a number of reasons.</p> <p>To know that banks and organisations such as Citizens' Advice can help with money-related problems.</p>		<p><u>Safety and the changing body</u></p> <p>To understand that online relationships should be treated in the same way as face to face relationships.</p> <p>To know where to get help with online problems.</p> <p>To understand the risks associated with drinking alcohol.</p> <p>To understand how a baby is conceived and develops. (Parents have the right to withdraw pupils from these lessons)</p> <p>To know how to conduct a primary survey (using DRSABC).</p> <p>To know the names of the external sexual parts of the body and the internal reproductive organs.</p>
	Disciplinary Knowledge	<p>Identifying ways to resolve conflict through negotiation and compromise.</p> <p>Discussing how and why respect is an important part of relationships.</p>	<p>Considering ways to prevent illness.</p> <p>Identifying some actions to take if I am worried about my health or my friends' health.</p> <p>Identifying a range of relaxation strategies and</p>	<p>Learning about environmental issues relating to food.</p> <p>Discussing how education and other human rights protect us.</p> <p>Identifying causes</p>	<p>Recognising differences in how people deal with money and the role of emotions in this.</p> <p>Discussing some risks associated with gambling.</p> <p>Identifying jobs that might</p>		<p>Developing an understanding about the reliability of online information.</p> <p>Exploring online relationships including dealing with problems.</p>

		<p>Identifying ways to challenge stereotypes.</p> <p>Exploring the process of grief and understanding that it is different for different people.</p>	<p>situations in which they would be useful.</p> <p>Exploring ways to maintain good habits.</p> <p>Setting achievable goals for a healthy lifestyle.</p> <p>Exploring my personal qualities and how to build on them.</p> <p>Developing strategies for being resilient in challenging situations.</p>	<p>that are important to us.</p> <p>Discussing how people can influence what happens in parliament.</p> <p>Discussing ways to challenge prejudice and discrimination.</p> <p>Identifying appropriate ways to share views and ideas with others.</p>	<p>be suitable for them.</p>		<p>Discussing the reasons why adults may or may not drink alcohol.</p> <p>Discussing problems which might be encountered during puberty and using knowledge to help.</p> <p>Learning how to help someone who is choking.</p> <p>Placing an unresponsive patient into the recovery position.</p>
	Vocabulary	<p>authority</p> <p>conflict</p> <p>earn</p> <p>expectation</p> <p>grief</p> <p>grieving</p> <p>resolve</p> <p>respect</p> <p>stereotype</p>	<p>antibodies</p> <p>growth mindset</p> <p>habit</p> <p>qualities</p> <p>responsibility</p> <p>skill</p> <p>vaccination</p>	<p>Authority</p> <p>Conflict</p> <p>Earn</p> <p>Expectation</p> <p>Grief</p> <p>Grieving</p> <p>Protected characteristics</p> <p>Resolve</p> <p>Respect</p> <p>Stereotype</p>	<p>Gambling</p> <p>Growth mindset</p> <p>PIN</p> <p>Qualities Responsibility</p> <p>Skill</p>		<p>Alcohol</p> <p>Bladder</p> <p>Breasts</p> <p>Cervix</p> <p>Clitoris</p> <p>Conception</p> <p>Cyberbullying</p> <p>Egg or ova</p> <p>Ejaculation</p> <p>Erection</p> <p>Fallopian tube</p> <p>Fertilisation</p> <p>Genitals</p> <p>Internet trolling</p> <p>Labia</p> <p>Menstruation/period</p> <p>Nipples</p> <p>Ovary/ovaries</p> <p>Penis</p> <p>Pregnant</p> <p>Puberty</p> <p>Pubic hair</p> <p>Scrotum</p> <p>Sexual intercourse</p> <p>Sperm</p> <p>Sperm duct</p> <p>Testicles/testes</p> <p>Urethra</p> <p>Uterus</p>

								Vagina Vaginal opening Voice breaking Vulva Wet dreams Womb
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Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults

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

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

RSHE Withdrawal Form

Please note that this only applies to the sex education lessons on conception and pregnancy in Year 6. All other lessons are statutory – please see the parental information for further details on what your child will be taught.

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	

