

# Relationships & Sex Education Policy



**Approved by:**

Hannah Williamson

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## 1. Aims

We aim to education out children about relationships on the basis of fact as set out by the UK Government.

As a minimum requirement set out by the UK government, our relationships teaching must at least cover the areas set out in Department of Education's National Curriculum for Relationships Education, Relationships and Sex Education (RSE) and Health Education.

([https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf) ).

The aims of our Relationships and Health Education at Acomb First School are to:

- ✓ Provide a framework in which sensitive discussions can take place
- ✓ Prepare pupils for puberty, and give them an understanding of human development and the importance of health and hygiene
- ✓ Help pupils develop feelings of self-respect, confidence and empathy
- ✓ Ensure teaching shares the facts about family relationships in our world today
- ✓ Teach our children about relationships without sharing staff or teacher's personal opinion around relationships
- ✓ Teach pupils the correct vocabulary to describe themselves and their bodies

## 2. Statutory Requirements

As a primary academy we must provide Relationships and Health Education to all pupils as per section 34 of the children and Social work act 2017. Secondary schools are responsible for delivering Relationships and Sex Education.

As an academy, we do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that at least covers learning within the National Curriculum. This includes requirements to teach science which would include the elements of reproduction contained in the science curriculum.

In teaching Relationships and Health Education, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Acomb First School, we teach Relationships and Health Education 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 and tailor provision to meet pupil needs
3. Parent/stakeholder consultation – any interested parties are invited to comment on the draft policy.
4. Pupil consultation – we will explore what pupils want from their Relationships and Health education
5. Ratification – once amendments are made, the policy will be shared with governors and ratified.

### **4. Definition**

Relationships and Health Education is not about the promotion of any family structure or sexual activity / preferences.

Relationships and Health Education is about the emotional, social, physical, cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

Relationships and Health Education involves a combination of sharing information, and exploring issues and values.

### **5. Curriculum**

Our 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, considering 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.

Primary education will focus on:

- ✓ Preparing boys and girls for the changes that adolescence and puberty brings. We do not cover how a baby is conceived and born in these sessions.
- ✓ How a baby is conceived and how it grows inside the mother's uterus.
- ✓ Labelling internal and external parts of the male and female anatomy (that are necessary for making a baby)

Parents have the right to withdraw their child/ren from these sessions. The school will contact parents prior to these sessions taking place (see Appendix 3).

For more information about our Relationships and Health Education curriculum, see our full curriculum map in Appendix 1.

## **6. Delivery of Relationships and Health Education**

Relationships and Health Education is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of Relationships and Health Education are taught within the science curriculum, and other aspects are included in religious education (RE), for example wedding ceremonies.

Pupils also receive stand-alone sessions on adolescence and puberty delivered by trained health professionals from Newcastle City Council's School Nursing team. This ensure that all children across Newcastle have the same information and lesson content. Parents have the right to withdraw their child/ren from these sessions (see Appendix 3). The school will contact parents prior to these sessions taking place.

Relationships and Health 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 and how to behave online
- ✓ Being Safe

For more information and detail about these key areas of our Relationships and Health Education curriculum, see Appendices 1 and 2.

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

## **7. Roles and Responsibilities**

## **7.1 The Local Governing Body**

The board of governors will approve the Relationships and health Education policy, and hold the Head of School to account for its implementation.

## **7.2 Headteacher**

The Headteacher is responsible for ensuring that Relationships and Health Education is taught consistently across the school, and for managing requests to withdraw pupils from the non-statutory components (changes in adolescence and conception) of Relationships and Health Education (see section 8).

## **7.3 Staff**

Staff are responsible for:

- ✓ Ensuring all Relationships and Health Education is factual. No promotion or bias towards particular family / relationship structures will be permitted within teaching
- ✓ Delivering Relationships and Health Education in a sensitive way
- ✓ Modelling positive attitudes to Relationships and Health Education
- ✓ Not sharing (and therefore possibly promoting) their personal relationships structures
- ✓ 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 (changes in adolescence and conception) components of Relationships and Health Education

Staff do not have the right to opt out of teaching relationships and Health Education. Staff who have concerns about teaching Relationships and Health Education are encouraged to discuss this with the Headteacher. All teachers and teaching assistants will teach parts of the Relationships and Health Education curriculum, as outlined in this policy.

## **7.4 Pupils**

Although parents can withdraw their child/ren from specific elements (adolescence, puberty and conception) of Relationships and Health Education, pupils are expected to engage fully in Relationships and Health Education. When discussing issues related to Relationships and Health Education, pupils are expected to treat others with respect and sensitivity.

## **8. Parents' Right to Withdraw**

Parents do not have the right to withdraw their children from all aspects of Relationships and Health Education. However, parents do have the right to withdraw their children from the non-statutory (changes in adolescence, conception and puberty) within our KS2 curriculum.

The school will contact parents prior to these sessions taking place.

Alternative work will be given to pupils who are withdrawn from these sessions.

## **9. Training**

Staff are trained on the delivery of Relationships and Health Education and training is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as Northumberland City Council's school nursing team professionals, to provide support and training to staff teaching Relationships and Health Education.

## **10. Monitoring Arrangements**

The delivery of Relationships and Health Education is monitored by Hannah Williamson (headteacher) through:

- ✓ Learning walks
- ✓ Lesson observations
- ✓ Planning checks
- ✓ Pupil workbooks checks
- ✓ Pupil / staff surveys

Pupils/ development in Relationships and Health Education is monitored by PSCHE teacher and TAs as part of our internal assessment systems.

This policy will be reviewed annually by Hannah Williamson. At every review, the policy will be approved by the Local Governing Body.

Appendix 1: Relationships and Health Education curriculum map

Year 1

Term	Topic	In this unit of work, pupils learn ...
Autumn 1	<p><b>Being Me in My World</b></p> <p><b>Living in the Wider World</b></p> <p>Feeling special and safe; Being part of a class; Rights and responsibilities; Rewards and feeling proud; Consequences; =</p>	<ul style="list-style-type: none"> <li>✓ How to feel special and safe</li> <li>✓ To understand the rights and responsibilities as a member of a class</li> <li>✓ To know students' views are valued and they can contribute</li> <li>✓ To recognise the choices they make and understand the consequences</li> <li>✓ To understand their rights and responsibilities within the school rules</li> <li>✓ To understand and apply the conventions of courtesy and manners.</li> </ul>
Autumn 2	<p><b>Celebrating Differences</b></p> <p><b>Relationships</b></p> <p>Similarities and differences; Understanding bullying and knowing how to deal with it; Making new friends; Celebrating the difference in everyone</p>	<ul style="list-style-type: none"> <li>✓ To identify similarities between people in their class</li> <li>✓ To identify differences between people in their class</li> <li>✓ To explain what bullying is</li> <li>✓ To know some pole who children could talk to if they were feeling unhappy or being bullied</li> <li>✓ To understand how to make new friends</li> <li>✓ To explain different ways that children are different from their friends</li> </ul> <p>RHE Objectives</p> <ul style="list-style-type: none"> <li>○ about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>○ that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> </ul>
Spring 1	<b>Dreams and Goals</b>	<ul style="list-style-type: none"> <li>✓ To set simple goals</li> </ul>

	<p><b>Health and Wellbeing</b></p> <p>Setting goals; Identifying successes and achievements; Learning styles; Working well and celebrating achievement with a partner; Tackling new challenges; Identifying and overcoming obstacles; Feeling of success</p>	<ul style="list-style-type: none"> <li>✓ To set a goal and work out how to achieve it</li> <li>✓ To understand how to work well with a partner</li> <li>✓ To tackle a new challenge and understand this might stretch their learning</li> <li>✓ To identify obstacles which make it more difficult to achieve their new challenge can work out how to overcome them</li> <li>✓ To explain how it felt when they succeeded in a new challenge and how they celebrated it.</li> </ul>
Spring 2	<p><b>Healthy me</b></p> <p><b>Health and Wellbeing</b></p> <p>Keeping myself healthy; Healthier lifestyle choices ; Keeping Clean; Being safe; Medicine safety/safety with household items; Road Safety Linking Health and Happiness</p>	<ul style="list-style-type: none"> <li>✓ To understand the difference between being healthy and unhealthy, and know some ways to keep themselves healthy</li> <li>✓ To know how to make healthy lifestyle choices</li> <li>✓ To know how to keep myself clean and healthy, and understand how germs cause disease/illness</li> <li>✓ To know that all household products including medicines can be harmful if not used properly</li> <li>✓ To understand that medicines can help me if I feel poorly and to know how to use them safely</li> <li>✓ To know how to keep safe when crossing the road, and about people who can help me to stay safe</li> <li>✓ about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> </ul>
Summer 1	<p><b>Relationships</b></p> <p><b>Relationships</b></p> <p>Belonging to family; Making friends/ being a good friend; Physical contact preferences; People who help us; Qualities as a friend and person; Self-acknowledgement; Being a good friend to myself</p>	<ul style="list-style-type: none"> <li>✓ To identify the members of their family and understand that there are lots of different types of families</li> <li>✓ To identify what being a good friend means to them</li> <li>✓ To know appropriate ways of physical contact to greet their friends and know which ways they prefer</li> <li>✓ To know who can help them in their school community</li> <li>✓ To recognise their qualities as person and a friend</li> <li>✓ To explain why they appreciate someone who is special to them</li> </ul>



<p>Summer 2</p>	<p><b>Changing Me</b></p> <p><b>Health and Well being</b></p> <p>Life cycle-animals and human; Changes in me; Changes since being a baby; Linking growing and learning; Coping with change; Transition</p>	<ul style="list-style-type: none"> <li>✓ To being to understand the life cycles of animals and humans</li> <li>✓ To explain somethings about themselves that have changed and some things about themselves that have stayed the same</li> <li>✓ To explain how their body has changed since they were a baby</li> <li>✓ To identify the parts of the body that make boys different to girls</li> <li>✓ To understand that every time students learn something new I change a little bit</li> </ul>
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Year 2

Term	Topic	Lessons
Autumn 1	<p><b>Being Me in My World</b></p> <p><b>Living in the Wider World</b></p> <p>Hope and fears of the year; Rights and responsibilities; Rewards and Consequences; Safe and fair Learning Environment; Valuing contributions; Choices; Recognising Feelings</p>	<ul style="list-style-type: none"> <li>✓ To identify some of their hopes and fears for this year</li> <li>✓ To understand the rights and responsibilities for being a member of their class and school</li> <li>✓ To listen to other people and contribute their own ideas about rewards and consequences</li> <li>✓ To understand how following the school rules will help them and others learn</li> <li>✓ To recognise the choices they make and understand the consequences</li> <li>✓ To understand and apply the conventions of courtesy and manners.</li> </ul>
Autumn 2	<p><b>Celebrating Differences</b></p> <p><b>Relationships</b></p> <p>Assumptions and stereotypes about gender; Understanding bullying; Standing up for self and others; Making new friends; Gender diversity; Celebrating differences and remaining friends</p>	<ul style="list-style-type: none"> <li>✓ To understand that sometimes people make assumptions about boys and girls (stereotypes)</li> <li>✓ To understand some ways in which boys and girls are similar and different and accept that this is OK.</li> <li>✓ To understand that bullying is sometimes about difference</li> <li>✓ To recognise what is right and wrong and know how to look after themselves</li> <li>✓ To understand that it is OK to be different from other people and to be friends with them</li> <li>✓ To explain some ways that they are different from their friends</li> </ul>
Spring 1	<p><b>Dreams and Goals</b></p> <p><b>Relationships</b></p>	<ul style="list-style-type: none"> <li>✓ To choose a realistic goal and think about how to achieve it</li> <li>✓ To carry on trying (persevering) even when I find things difficult</li> </ul>

	<p>Setting goals; Identifying successes and achievements; Learning styles; Working well and celebrating achievement with a partner; Tackling new challenges; Identifying and overcoming obstacles; Feelings of success</p>	<ul style="list-style-type: none"> <li>✓ To recognise who they work well with and who it is more difficult for them to work with</li> <li>✓ To work well in a group</li> <li>✓ To explain some ways they worked well with their group</li> <li>✓ To know how to share success with other people</li> </ul>
Spring 2	<p><b>Healthy me</b></p> <p><b>Health and Wellbeing</b></p> <p>Keeping myself healthy; Healthier lifestyle choices; Keeping clean; Being safe; Medicine safety/safety with household items; Road safety; Linking health and happiness</p>	<ul style="list-style-type: none"> <li>✓ To know what they need to keep their body healthy</li> <li>✓ To show or tell what relaxed means and to know something that make them feel relaxed and some that make them feel stressed</li> <li>✓ To understand how medicines work in my their body and how important it is to use them safely</li> <li>✓ To sort foods into the correct food groups and know which foods their body needs everyday to keep them healthy</li> <li>✓ To make some healthy snacks and explain why they are good for their body</li> <li>✓ To decide which foods to eat that will give their body energy</li> </ul>
Summer 1	<p><b>Relationships</b></p> <p><b>Relationships</b></p> <p>Belonging to family; Making friends/being a good friend; Physical contact preferences; People who help us; Qualities as a friend and person; Self-acknowledgement; Being a good friend to myself; Celebrating special relationships</p>	<ul style="list-style-type: none"> <li>✓ To identify the different members of their family, understand their relationships with each of them and know why it is important to share and cooperate</li> <li>✓ To understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not</li> <li>✓ To identify some of the things that cause conflict with their friends</li> <li>✓ To understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</li> <li>✓ To recognise and appreciate people who can help them in their family, their school and their community</li> <li>✓ To express their appreciation for the people in their special relationships</li> </ul>
Summer 2	<p><b>Changing Me</b></p> <p><b>Health and Wellbeing</b></p>	<ul style="list-style-type: none"> <li>✓ To recognise cycles of life in nature</li> </ul>

	<p>Life cycle-animals and human; Changes in me; Changes since being a baby; Linking growing and learning; Coping with changes; Transition</p>	<ul style="list-style-type: none"> <li>✓ To explain about the natural process of growing from young to old and understand that this is not in their control</li> <li>✓ To recognise how their body has changed since they were a baby and where they are on the continuum from young to old</li> <li>✓ To recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of their body are private</li> <li>✓ To understand there are different types of touch and explain which ones they like and don't like</li> <li>✓ To identify what they are looking forward to when they move into their next class</li> </ul>
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Year 3

Term	Topic	Lessons
Autumn 1	<p><b>Being Me in My World</b></p> <p><b>Living in the Wider World</b> Setting personal goals; Self-identity and worth; Positivity in challenges; Rules, rights and responsibilities; Rewards and consequences; Responsible choices; Seeing things from others' perspectives</p>	<ul style="list-style-type: none"> <li>✓ To recognise their worth and identify positive things about themselves and their achievements</li> <li>✓ To set personal goals</li> <li>✓ To face new challenges positive, make responsible choices and ask for help when needed</li> <li>✓ To understand why rules are needed and how they relate to rights and responsibilities</li> </ul>

		<ul style="list-style-type: none"> <li>✓ To understand that their actions affect themselves and others and care about other people's feelings</li> <li>✓ To make responsible choices and take action</li> <li>✓ To understand their actions affect others and try to see things from the other point of view</li> <li>✓ To understand and apply the conventions of courtesy and manners.</li> </ul>
Autumn 2	<p><b>Celebrating Differences</b></p> <p><b>Relationships</b></p> <p>Families and their differences; Family conflict and how to manage it; Witnessing bullying and how to solve it; Recognising how words can be hurtful; Giving and receiving compliments</p>	<ul style="list-style-type: none"> <li>✓ To understand that everybody's family is different and important to them</li> <li>✓ To understand that difference and conflicts sometimes happen among family members</li> <li>✓ To know what it means to be a witness to bullying</li> <li>✓ To understand that witnesses can make the situation better or worse by what they do</li> <li>✓ To recognise that some words are used in hurtful ways</li> <li>✓ To explain about a time when their words affected someone's feelings and what the consequences were</li> </ul>
Spring 1	<p><b>Dreams and Goals</b></p> <p><b>Health and Wellbeing</b></p> <p>Difficult challenges and achieving success; Dreams and ambitions; New challenges; Motivation and enthusiasm; Recognising and trying to overcome obstacles; Evaluating learning processes; Managing feelings Simple budgeting</p>	<ul style="list-style-type: none"> <li>✓ To explain a person who has faced difficult challenges and achieved discuss</li> <li>✓ To identify a dream / ambition that is important to them</li> <li>✓ To enjoy facing new challenges and working out the best way for them to achieve them</li> <li>✓ To be motivated and enthusiastic about achieving our new challenge</li> <li>✓ To recognise obstacles which might hinder their achievement and can take steps to overcome them</li> <li>✓ To recognise obstacles which might hinder their achievement and can take steps to overcome them</li> <li>✓ To evaluate their own learning process and identify how it can be better next time</li> </ul>
Spring 2	<p><b>Healthy me</b></p> <p><b>Health and Wellbeing</b></p>	<ul style="list-style-type: none"> <li>✓ To understand how exercise affects their body and know why their heart and lungs are such important organise</li> </ul>

	<p>Exercise; Fitness challenges; Food labelling and healthy swaps; Attitudes towards drugs; Keeping safe and why it's important online and offline scenarios; Respect for myself and others; Healthy and safe choices</p>	<ul style="list-style-type: none"> <li>✓ To know that the amount of calories, fat and sugar they put into their body will affect their health</li> <li>✓ To explain knowledge and attitude towards drugs</li> <li>✓ To identify things, people and places that they need to keep them safe from</li> <li>✓ To know some strategies for keeping themselves safe, who to go to for help and how to call emergency services</li> <li>✓ To identify when something feels safe or unsafe</li> <li>✓ To understand how complex their body is and how important it is to take care of it</li> <li>✓ To understand how isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>✓ To know the facts and science relating to allergies, immunisation and vaccination</li> </ul>
<p>Summer 1</p>	<p><b>Relationships</b></p> <p><b>Relationships</b></p> <p>Family roles and responsibilities; Friendship and negotiation; Keeping safe online and who to go to for help; Being a global citizen; Being aware of how choices affect others; Awareness of how other children have different lives; Expressing appreciation for family and friends</p>	<ul style="list-style-type: none"> <li>✓ To identify the roles and responsibilities of each member of their family and reflect on the expectations for males and females</li> <li>✓ To identify and put into practice some of the skills of friendship eg. Taking turns, being a good listener</li> <li>✓ To know and use some strategies for keeping themselves safe online</li> <li>✓ To explain how some of the actions and work of people around the world help and influence their lives</li> <li>✓ To understand how their needs and rights are shared by children around the world and can identify how our lives may be different</li> <li>✓ To know how to express their appreciation to their friends and family</li> </ul>
<p>Summer 2</p>	<p><b>Changing Me</b></p> <p><b>Health and Wellbeing</b></p> <p>How babies grow; Understanding a baby's need; Family Stereotypes; Challenging my ideas; Preparing for transition</p>	<ul style="list-style-type: none"> <li>✓ To understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby</li> <li>✓ To understand how babies grow and develop in the mother's uterus</li> </ul>

		<ul style="list-style-type: none"><li>✓ To understand what a baby needs to live and grow</li><li>✓ To understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</li><li>✓ To identify how boys' and girls' bodies change on the outside during this growing up process</li><li>✓ To identify how boys' and girls' bodies change on the inside during the growing up process and can explain why these changes are necessary so that their bodies can make babies when they grow up</li><li>✓ To start to recognise stereotypical ideas they might have about parenting and family roles</li><li>✓ To identify what they are looking forward to when they move to the next class</li></ul>
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Year 4

Term	Topic	Lessons
Autumn 1	<p><b>Being Me in My World</b></p> <p><b>Living in the wider world</b></p> <p>Being part of a class team; Being a school citizen; Rights, responsibilities and democracy; Rewards and consequences; Group decision-making; Having a voice; What motivates behaviour</p>	<ul style="list-style-type: none"> <li>✓ To understand that their attitudes and actions make a difference to the class team</li> <li>✓ To understand who is in my school community, the roles they play and how they fit in it</li> <li>✓ To understand how democracy works through the School Council</li> <li>✓ To understand that their actions affect themselves and others; to care about other people's feelings and try to empathise with them</li> <li>✓ To understand how groups come together to make decisions</li> <li>✓ To understand how democracy and having a voice benefits the school community</li> <li>✓ To understand and apply the conventions of courtesy and manners.</li> </ul>
Autumn 2	<p><b>Celebrating Differences</b></p> <p><b>Relationships</b></p> <p>Challenging assumptions; Judging by appearance; Accepting self and others; Understanding bullying; Problem Solving; Identifying how special and unique everyone is; First Impressions</p>	<ul style="list-style-type: none"> <li>✓ To understand that, sometimes, we make assumptions based on what people look like</li> <li>✓ To understand what influences them to make assumptions based on how people look</li> <li>✓ To know that sometimes bullying is hard to spot and they know what to do if they might think it is going on</li> <li>✓ To explain why witnesses sometimes join in with bullying and sometimes don't tell</li> <li>✓ To identify what is special about them and value the ways in which they are unique</li> <li>✓ To explain a time when their first impression of someone changed when they got to know them</li> </ul>



Spring 1	<p><b>Dreams and Goals</b></p> <p><b>Relationships</b></p> <p>Hopes and dreams; Overcoming disappointment; Creating new, realistic dreams; Achieving goals; Working in a group; Celebrating contributions; Resilience; Positive attitudes</p>	<ul style="list-style-type: none"> <li>✓ To explain about some of their hopes and dreams</li> <li>✓ To understand that sometimes hopes and dreams do not come true and that this can hurt</li> <li>✓ To know that reflecting on positive and happy experiences can help them to counteract disappointment</li> <li>✓ To know how to make a new plan and set new goals even if they have been disappointed</li> <li>✓ To know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group</li> <li>✓ To identify the contributions made by themselves and others to the group's achievement</li> </ul>
Spring 2	<p><b>Healthy me</b></p> <p><b>Health and Wellbeing</b></p> <p>Healthier friendships; Group dynamics; Smoking; Alcohol; Assertiveness; Peer pressure; Celebrating inner strength</p>	<ul style="list-style-type: none"> <li>✓ To recognise how different friendship groups are formed, how they fit into them and the friends they value the most</li> <li>✓ To understand there are people who take on the roles of leaders or followers in a group, and they know the role they take on the different situations</li> <li>✓ To understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol</li> <li>✓ To recognise when people are putting them under pressure and can explain ways to resist this when they want</li> <li>✓ To know themselves well enough to have a clear picture or what they believe is right and wrong</li> <li>✓ To understand how isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>✓ To know the facts and science relating to allergies, immunisation and vaccination</li> </ul>
Summer 1	<p><b>Relationships</b></p> <p><b>Relationships</b></p> <p>Jealousy; Love and loss; Memories of loved ones; Getting on and falling out; Girlfriends and</p>	<ul style="list-style-type: none"> <li>✓ To recognise situations which can cause jealousy in relationships</li> <li>✓ To identify someone they love and to express why they are special to them</li> <li>✓ To tell you about someone they know that they no longer see</li> </ul>

	boyfriends; Showing appreciation to people and animals	<ul style="list-style-type: none"> <li>✓ To recognise how friendships change, know how to make new friends and how to manage when they fall out with their friends</li> <li>✓ To understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when they are older</li> <li>✓ To know how to show love and appreciation to the people and animals who are special to them</li> </ul>
Summer 2	<p><b>Changing Me</b></p> <p><b>Health and Wellbeing</b></p> <p>Being unique; Having a baby; Confidence and change; Accepting change; Preparing for transition; Environmental change</p>	<ul style="list-style-type: none"> <li>✓ To understand that some of their personal characteristics have come from their birth parents and that this happens because they are made from the joining of their egg and sperm</li> <li>✓ To correctly label the internal and external parts of male and female bodies that are necessary for making a baby</li> <li>✓ To describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</li> <li>✓ To know how the circle of change works and can apply it to changes they want to make in their life</li> <li>✓ To identify changes that have been and may continue to be outside of their control that they have learnt to accept</li> <li>✓ To identify what they are looking forward to when they move to a new class</li> </ul>

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

Topic	Pupils Should Know
<b>Families and people who care about me</b>	<ul style="list-style-type: none"> <li>✓ That families are important for children growing up because they can give love, security and stability</li> <li>✓ The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family</li> </ul>

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

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

### **Appendix 3: Withdrawal from Changes in Adolescence Education**

Dear \_\_\_\_\_ ,

We believe that promoting the health and well-being of our pupils is an important part of their overall education. We do this through our Personal, Social and Health Education (PSHE) course. This looks at many topics including all kinds of relationships, physical / emotional health and living in the wider world. The aim of the PSHE course is to help our pupils make safe and informed decisions during their school years and beyond.

Sex and Relationship Education (SRE) is an important part of the PSHE course. We will be teaching lessons about SRE in the Summer 2 term which will include topics such as (puberty; relationships and communication skills; conception, body image.) During the course, pupils will be able to ask questions, which will be answered factually and in an age appropriate manner. Each pupil's privacy will be respected, and no one will be asked to reveal personal information.

Some parts of SRE are compulsory - these are part of the National Curriculum for Science. Parents can withdraw their children from all other parts of SRE if they wish to do so. However, we believe that the presentation of sexual images in social and other media make it important that all young people have a place to discuss pressures, check facts and dispel myths. Even if a child is withdrawn, many pupils will discuss such issues with each other outside the classroom – so, rather than hear about the content second-hand, we hope all children will have the opportunity to take part in our carefully planned lessons.

Many parents and parent-related organisations support good quality SRE in school. Parents are the most important educators of young people in personal issues and many welcome the support that school can offer to supplement their home teaching.

You may find that your child starts asking questions about the topic at home, or you might want to take the opportunity to talk to your child about issues before the work is covered in school. If you have any queries about the content of the programme or resources used, please do not hesitate in contacting me at school. All materials used are available for you to browse through should you so wish.

### **Parents' Right to Withdraw**

Parents do not have the right to withdraw their children from all aspects of Relationships and Health Education. However, parents do have the right to withdraw their children from the non-statutory components (changes in adolescence and puberty) within our KS2 curriculum.

The school will contact parents prior to these sessions taking place.

Yours sincerely,

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<b><i>Date</i></b>	<b><i>Action</i></b>	<b><i>By who</i></b>	<b><i>Date due for review</i></b>
<i>September 2022</i>	<i>Policy written</i>	<i>HW</i>	
<i>November 2022</i>	<i>Ratified by governors</i>	<i>FGB</i>	<i>Nov 2023</i>