

# Relationships, sex and health education policy

<b>Approved by:</b>	Stephanie Preston-Hall (Chair of Gov.)	<b>Date:</b> 21.11.2019
<b>Last reviewed on:</b>	21.11.2019	
<b>Next review due by:</b>	01.09.2020	

# Contents

1. Aims .....	2
2. Statutory requirements .....	2
3. Policy development.....	2
4. Definition .....	3
5. Curriculum .....	3
6. Delivery of RSHE .....	3
7. Roles and responsibilities .....	4
8. Parents' and carers' right to withdraw .....	5
9. Training .....	5
10. Monitoring arrangements.....	5
Appendix 1: Curriculum map .....	6
Appendix 2: What children should know by the end of primary school, and when the concepts are explicitly taught for the first time .....	13
Appendix 3: Parent form: withdrawal from sex education within RSHE .....	16

---

## 1. Aims

The aims of relationships, sex and health education (RSHE) at our school are to:

- › Provide a framework in which sensitive discussions can take place
- › Prepare children for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- › Help children develop feelings of self-respect, confidence and empathy
- › Create a positive culture around issues of sexuality and relationships
- › Teach children the correct vocabulary to describe themselves and their bodies
- › Value all children, including those with 'protected characteristics', and the contribution they make to our school family

## 2. Statutory requirements

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

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

At The Richmond School, we teach RSHE as set out in this policy.

## 3. Policy development

This policy has been developed in consultation with staff, children 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. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
3. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
4. Pupil consultation – we investigated what exactly children want from their RSHE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Definition

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

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

RSHE is not about the promotion of sexual activity.

## 5. Curriculum

Our curriculum takes into account the age, needs and feelings of children. The statutory elements of the curriculum will consist of:

- › providing the knowledge and information to which all children are entitled through the National Curriculum for science;
- › helping children to develop feelings of self-respect, self-esteem, self-confidence, sympathy and empathy;
- › providing children with the confidence to be active, participating members of society and to value themselves and others;
- › preparing children for puberty and encouraging them to take responsibility for their own actions;
- › giving them an understanding of the importance of health and hygiene;
- › developing children' use of communication skills and assertiveness skills to cope with the influences of their peers and the media;
- › respecting and caring for their bodies, and respecting the bodies of other people, including issues of consent;
- › answering children' questions honestly and sensitively – referring the children to parents where appropriate; and
- › giving children information on where they can get help and support.

The sex education component of RSHE is taught in Year 6, and will focus specifically on how a baby is conceived and born. As stated in Section 4, RSHE is not about the promotion of sexual activity.

## 6. Delivery of RSHE

RSHE incorporates the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

Children also receive stand-alone sex education sessions following advice from professionals, including school nurses, and advice and guidance from the Government and other organisations.

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 RSHE curriculum, see Appendices 1 and 2.

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

Nationally, almost half of children who identify as LGBT have been subject to bullying and/or discrimination. In order to buck this trend, staff will actively ensure that there is no implicit or explicit discrimination, in lessons and in school in general, of children who might express uncertainty about their own sexuality.

## 7. Roles and responsibilities

### 7.1 The governing body

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

### 7.2 The headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw children from the sex education components of RSHE (see section 8).

### 7.3 Staff

Staff are responsible for:

- › Delivering RSHE in a sensitive way, covering all RSE content before Christmas each year in order to not have to 'cram' it in during the busy summer term
- › Modelling positive attitudes to RSHE
- › Monitoring progress
- › Responding to the needs of individual children
- › Responding appropriately to children whose parents wish them to be withdrawn from the sex education components of RSHE

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

Staff teach RSHE lessons in a sensitive manner. During these lessons, if a child makes a reference to being involved, or likely to having been involved in, sexual activity, or indicates that he/she may have been a victim of abuse, this will be dealt with in line with our child protection policy.

Each class will have an 'Ask-It Basket' so that children can ask their questions anonymously, and so that staff have a chance to consider their response to each question before sharing it. If a child asks a difficult question, staff will address this through whole-class, group or individual work, or discussion with the child, as

appropriate. Sometimes, it might be appropriate for staff to explain to children that some questions are best answered by parents/carers or when children are at a later stage of development.

If a staff member is at all concerned, he/she can refer to the headteacher who will discuss the matter with the parent, or follow other appropriate procedures.

## **7.4 Children**

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

All Key Stage 2 classes should be given the opportunity to ask questions anonymously using a question box, as per the advice in 7.3.

## **8. Parents' and carers' right to withdraw**

Parents and carers do not have the right to withdraw their children from relationships and health education, including the videos that the school has chosen to support the teaching of the RSHE curriculum (which have been edited by the school in order to make them age-appropriate, as determined by this policy).

Parents and carers of Year 6 children have the right to withdraw their children from the sex education components within RSHE, noted in Section 5.

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

Alternative work will be given to children who are withdrawn from the sex education element of RSHE.

## **9. Training**

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

If necessary, the headteacher may invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

## **10. Monitoring arrangements**

The delivery of RSHE is monitored by the RSHE lead (Rebecca Sharpe at the time of writing this policy) through planning scrutinies, learning walks and agreed observations of teaching and learning.

Children's development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually. At every review, the policy will be distributed to all stakeholders and approved by the governing body.

## Appendix 1: Curriculum map

### Relationships, sex and health education curriculum map

#### Years 1 and 2 (Previously PSHE) Overview

Term 1			Term 2			Term 3	
Anti-Bullying Week – 11 <sup>th</sup> -15 <sup>th</sup> November World Kindness Day – 13 <sup>th</sup> November Road Safety Week – 18 <sup>th</sup> -22 <sup>nd</sup> November			Safer Internet Safety Day – 5 <sup>th</sup> February – 4 <sup>th</sup> – 8 <sup>th</sup> Week			Work around the NSPCC (Emphasis on child protection and making children feel safe) 29 <sup>th</sup> April-3 <sup>rd</sup> May	
<b>Anti-bullying Resources</b> <a href="http://www.antibullyingweek.co.uk/">http://www.antibullyingweek.co.uk/</a> Anti-bullying resources – twinkl Stories about friendship Bullying.co.uk Anti-bullying alliance <b>Road Safety Resources</b> <a href="http://www.roadsafetyweek.org.uk/">http://www.roadsafetyweek.org.uk/</a> Speed Down Save Lives - Theme Brake.org - Lots of resources Road Safety Resources – Twinkl Bright Day – Sponsored by Brake Beep Beep Day - Brake			<b>Resources</b> iPad app <b>'Digiduck's Big Decision'</b> Cybersmart - <b>Zippep's Astro Circus</b> (Online game) Childnet - <b>Smartie the Penguin - ebook</b> (Interactive resource) Netsmartz - <b>Router's Birthday Surprise</b> (Interactive resource) Netsmartz - <b>Clicky's Online Safety Rap</b> (Video) Netsmartz - <b>Way 2 Go</b> (Video) Netsmartz - <b>Delivery for webster</b> (e-book) BBC - <b>Guy Fawkes shares personal information over the internet and gets into trouble</b> (Horrible Histories) <a href="https://www.ceop.police.uk/safetycentre/">https://www.ceop.police.uk/safetycentre/</a> Website with resources			<b>Resources</b> PANTS – The Underwear Rule Resources – NSPCC website Alex & Lucy Presentations – NSPCC website	
Teaching aims	Learning outcomes	Teaching activities	Teaching aims	Learning outcomes	Teaching activities	Teaching aims	Learning outcomes
Know that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying	Understand how teasing and bullying can be very hurtful know that it is wrong to tease and bully know where to get help	Debate why teasing and bullying is wrong write/draw what to do if they see someone being teased or bullied participate in role play	Know how to keep safe online	Pupils learn that they can go to exciting places online, but they need to follow certain rules to remain safe	Create a class safety promo film for staying safe around the school. If green screen technology is available pupils could create a safety promo film for other places such as the local park, the town, the library etc.	To understand about healthy relationships and what these look like.	All children should be taught about healthy relationships in the areas of: friendships, appropriate touch, keeping safe, recognising and assessing risk and knowing how and where to get help when needed.
To understand rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe	Can explain how I can keep myself safe when I am at home, at school or in the community know whom I can ask for help	View video extracts of situations where children may be in danger and discuss what they could do to keep themselves safe	Know to keep information private online.	Pupils learn that many websites ask for information that is private and discuss how to responsibly handle such requests	Pupils create their own 'Shop Window' - What information would you like to be available about you in a safe shop window? What information wouldn't they include and why? Try developing a digital shop window of the class - you could use a safe online space such as Picture Teller, or learning platform or secure online area for the shop window display. Use digital images, sounds and video	To know who to talk to if they have a problem.	For chn to know people that they can talk to both inside and out of school and what this would entail.

### Years 1 and 2 (Previously Sex Education)

Teaching aims	Learning outcomes	Example teaching activities
To know about the process of growing from young to old and how people's needs change	Be able to say how my body and needs have changed, and how they will change further	Make timelines showing the changes they have already experienced
To name the main parts of the body including the real names of male and female parts	Can name the external parts of the body	Draw on a template of the body the main external parts
To identify and respect the differences and similarities between people	Know what happens when others' rights are not respected Know how to include others in activities	Make links with History Victorian project and compare lives and contributions of Florence Nightingale and Mary Seacole
To what differences there are in families and that all families are different and are made up of different people	Know that all families structures are acceptable and what different families look like	Get children to bring in pictures of their family to talk about Talk about and show children photographs of different families.

### Years 1 and 2 (Objectives to be Covered across the Year)

(There is no expectation to provide evidence but consideration should be made to these areas and they should be fitted in to the curriculum when you feel they are most appropriate)

Teaching aims	Learning outcomes	Teaching activities
To recognise what they like and dislike, what is fair and unfair, and what is right and wrong	Know that I have a right to an opinion and increasingly be able to express my opinions	Participate in Circle Time and other one-to-one, small group or whole class discussions and Respond to stories or poems
To share their opinions on things that matter to them and explain their views	Can express my opinions in a debate and understand duties towards my surroundings	Participate in a simple debate about: What improves and harms their different environments
To recognise, name and deal with feelings positively	Can recognise different feelings, name them and progressively react/respond positively	Recognise how their behaviour affects others through role plays and improvisation Respond to poems/stories
To think about themselves, learn from their experience and recognise what they are good at	Show that I am becoming better at thinking about what I have done, learning from it and being able to say what I am good at	Recognise that they can make choices about how to behave Draw a picture of themselves and annotate their talents
To set simple goals	Can set goals for personal skills	Design a goal sheet for a week
To take part in discussions with one other person and the whole class	Increasingly I can participate in larger group discussions	Identify and discuss choices they can make about behaviour
To take part in a simple debate about topical issues	I know what a debate is and take part	Participate in a debate about school rules
To recognise choices they can make and the differences between right and wrong	Can make my own choices and know more about what is right and wrong	Participate in Circle Time and other one-to-one, small group
To agree and follow rules for their group and classroom, and understand how rules help them	Show that I understand why rules are important and how they can help me	In Circle Time and in small groups make up rules for a new ball game
To contribute to the life of the class and school	Recognise that my contribution is valuable	Take part in class, school assemblies/ concerts
To recognise how their behaviour affects others	Can understand how my behaviour affects others and theirs affects me	In Circle Time discuss ways their behaviour affects life in the school for everyone
To listen to other people and play and work co-operatively	Know how to be kind to others and to consider their feelings	Work and play with others in a group to solve a problem

### Years 3, 4, 5 and 6 (Previously PSHE) Overview

Term 1			Term 2			Term 3	
Anti-Bullying Week – 11 <sup>th</sup> -15 <sup>th</sup> November World Kindness Day – 13 <sup>th</sup> November Road Safety Week – 18 <sup>th</sup> -22 <sup>nd</sup> November			Safer Internet Safety Day – 5 <sup>th</sup> February – 4 <sup>th</sup> – 8 <sup>th</sup> Week			Work around the NSPCC (Emphasis on child protection and making children feel safe) 29 <sup>th</sup> April-3 <sup>rd</sup> May	
<p><u>Anti-bullying Resources</u> Theme - 'All Different, All Equal' <a href="http://www.antibullyingweek.co.uk/">http://www.antibullyingweek.co.uk/</a> Workshops Anti-bullying resources – Twinkl Bullying.co.uk Anti-bullying alliance</p> <p><u>Road Safety Resources</u> <b>Speed Down Save Lives</b> - Theme Brake.org - Lots of resources Road Safety Resources – Twinkl <a href="http://www.roadsafetyweek.org.uk/">http://www.roadsafetyweek.org.uk/</a> Bright Day – Sponsored by Brake Beep Beep Day - Brake</p>			<p>Resources <b>CEOP</b> - <u>Cyber-Cafe</u>. Thinkuknow resources exploring aspects of online communication <b>Childnet</b> - <u>Captain Kara and Winston's Smart Crew</u> Cartoons illustrating the smart rules. <b>Netsmartz</b> – <u>Revealing too much</u> Lesson resources on sharing personal information <b>BBC</b> - <u>Lonely Princess</u> BBC Newsround special with Video "Caught in the Web" <b>Get Safe Online</b> – <u>Safeguarding Children</u> Information and resources for teachers and parents <b>ICO</b> – <u>Personal information and information rights</u> Lesson plans and resources</p>			<p>Resources <b>PANTS</b> – The Underwear Rule Resources – NSPCC website Alex &amp; Lucy Presentations – NSPCC website</p>	
Teaching aims	Learning outcomes	Teaching activities	Teaching aims	Learning outcomes	Teaching activities	Teaching aims	Learning outcomes
2c To realise the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities	Can understand the consequences of my conduct on others and know that bullying, some forms of teasing and racism are always wrong	Devise a board game in which to make decisions about different types of behaviour and the related feelings Design a postcard with names/phone numbers of bodies that offer help/support to individuals, families and groups	Know how to communicate safely online	Pupils learn that the Internet is a great place to develop rewarding relationships. But they also learn not to reveal private information to a person they know only online.	Select appropriate tools to enable the creation of a child friendly multimedia advert or presentation based on key persuasive points about how to talk safely online Create 2 T-shirt/baseball cap designs one that must feature public online profile information and the second that must feature personal or private information. Explore and discuss how Pupils would feel wearing each of the designs in a range of locations and scenarios	3e To recognise the different risks in different situations and then decide how to behave responsibly including sensible road use, and judging what kind of physical contact is acceptable and unacceptable	Find out about what dangers and risks may exist, how to assess them and then to show that I understand how to keep myself safe
To understand rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe	Can explain how I can keep myself safe when I am at home, at school or in the community know whom I can ask for help	View video extracts of situations where children may be in danger and discuss what they could do to keep themselves safe	Know how to identify cyberbullying and who to turn to for help.	Pupils explore how it feels to be cyberbullied, how cyberbullying is similar to or different than in-person bullying, and learn strategies for handling cyberbullying when it arises.	Create voxbox/ Big Brother Red chair to capture cause and effect of hurtful messages. You could use a simple video recorder, animated avatars or audio capture. How does it feel? Use an online digital imagery tool such as photostory, animoto or <a href="http://edu.glogster.com/">http://edu.glogster.com/</a> to create an eposter to depict how it feels to be the victim of a bullying incident	4g To know where individuals, families and groups can get help and support	I know how to find support when I am in danger or need help



### Years 3 and 4 (Previously Sex Education)

Teaching aims	Learning outcomes	Example teaching activities
Children learn about the way they grow and change throughout the human life cycle	Children: <ul style="list-style-type: none"> <li>• Can identify changes during the human life cycle</li> <li>• Understand that change is ongoing</li> </ul>	Children to talk about babies and toddlers from their own experience. Then sequence pictures about the human life cycle.
To know how their bodies change as they approach puberty	Children <ul style="list-style-type: none"> <li>• Are able to define puberty: the changes that occur sometime between 8-17 that turn us from children into young adults</li> <li>• Know that puberty happens differently for everyone and begins and ends at different times</li> <li>• Understand that body changes at puberty are linked to human reproduction</li> </ul>	A large Venn table or table with three columns on flip chart or board labelled male, female and both.
To recognise their own worth as individuals and to challenge stereotyping	Children <ul style="list-style-type: none"> <li>• Can identify positive things about themselves and others</li> <li>• Understand that boys and girls can both do the same tasks and enjoy the same things; but that stories, TV and people sometimes present different stereotypes</li> <li>• Can recognise and challenge stereotyping with confidence</li> </ul>	In pairs, share things that they are good at and like doing Main: Drawing pictures of different people in work. Discussion about stereotyping

### Year 5 (Previously Sex Education)

Teaching aims	Learning outcomes	Example teaching activities
To recognise as they approach puberty how individuals' emotions change at that time and how to deal with their feelings towards themselves, their and family and other positively	Know that my emotions affect my behaviour and that feelings may change as I grow older understand that my behaviour affects others know how to be responsible	Discuss feelings based on reading and viewing excerpts from videos keep diaries reflecting on changes to themselves in this transition period and their relation-ships with their families and friends
To know how their bodies change as they approach puberty  Addition to Year 3/4 Children learn about menstruation and wet dreams	Understand that there will be physical and emotional changes as I grow older  Addition to Year 3/4 Children: <ul style="list-style-type: none"> <li>• Can describe menstruation and wet dreams</li> <li>• Understand the relationship between the sex cells (sperm and ovum), menstruation and wet dreams</li> <li>• Know and can explain effective methods for managing menstruation and wet dreams</li> </ul>	Use a body template for a boy/girl and annotate body changes discuss emotional reactions
To learn about the impact of puberty on physical hygiene and develop strategies for managing this.	Children: <ul style="list-style-type: none"> <li>• Can explain how changes at puberty affect body hygiene</li> <li>• Can describe how to care for their bodies during puberty</li> </ul>	Discussion and exploration of hygiene products.

	<ul style="list-style-type: none"> <li>• Can recognise the similarities between the needs and wants of boys and girls and challenge gender stereotypes around hygiene and grooming</li> </ul>	
<p>To learn:</p> <ul style="list-style-type: none"> <li>• How puberty effects emotions and behaviour</li> <li>• Strategies for dealing with the changes associated with puberty</li> </ul>	<p>Children:</p> <ul style="list-style-type: none"> <li>• Are able to describe how feelings and behaviour change during puberty.</li> <li>• Understand how changes during puberty can affect relationships with other people</li> <li>• Can devise strategies for managing these changes</li> </ul>	Kim's Game – Discussion around the objects.
To be aware of different types of relationships including marriage and to develop skills to be effective in relationships	I understand how important it is for families and friends to care for one another	Use a photo pack explore different ways of showing caring for others illustrate responses
To understand the life cycles of humans and animals, including reproduction.	Know about the changes that happen in humans from birth to old age.	

### Year 6 (Previously Sex Education)

Teaching aims	Learning outcomes	Example teaching activities
To recognise as they approach puberty how individuals' emotions change at that time and how to deal with their feelings towards themselves, their and family and others positively	<p>Know that my emotions affect my behaviour and that feelings may change as I grow older</p> <p>understand that my behaviour affects others</p> <p>know how to be responsible</p>	Discuss feelings based on reading and viewing excerpts from videos keep diaries reflecting on changes to themselves in this transition period and their relation-ships with their families and friends
To know how their bodies change as they approach puberty	Understand that there will be physical and emotional changes as I grow older	Use a body template for a boy/girl and annotate body changes discuss emotional reactions
To learn about the roles and responsibilities of carers and parents	<p>Children:</p> <ul style="list-style-type: none"> <li>• Can identify some of the skills and qualities needed to parent and carer</li> <li>• Understand the variety of ways in which parents and carers meet the needs of babies and children</li> <li>• Can recognise that both men and women can take on these roles and responsibilities</li> </ul>	<p>Intro: Talking Threes. Plenary</p> <p>Main: Poetry – reading and writing</p> <p>Close: Performance and discussion</p>
To learn about human reproduction in the context of the human life-cycle.	<p>Children:</p> <ul style="list-style-type: none"> <li>• Understand that sexuality is expressed in a variety of ways between consenting adults</li> <li>• Know that sexual intercourse may be one part of a sexual relationship</li> <li>• Can describe how babies are made, including the relationship between sexual intercourse and conception</li> <li>• Can name the male and female sex cells and reproductive organs</li> </ul>	

### Year 3. 4. 5 and 6 (Objectives to be Covered across the Year)

Teaching aims	Learning outcomes	Example teaching activities
To talk and write about their opinions and explain their views on issues that affect themselves and others	Can explain my opinions to others Can listen to others' opinions and exchange views can write about my opinions	Discuss and debate why smoking is unhealthy Explore how smoking is presented in the media and write about this (En, ICT)
To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals	Can say what I am good at and what I can achieve Can recognise my mistakes, Know how to apologise and to try again Can set goals for my work and behaviour that will help me progress	Design a cover for a diary showing their strengths Draw a cartoon strip showing how something went wrong and how they made amends (Art) Set a goal for a fortnight to develop a personal skill
To learn about the range of jobs done by people they know, to understand how they can develop skills to make their own contributions in the future	Find out how different people contribute to my community Identify my special skills and how I can develop them and others to benefit	Do research into voluntary groups and paid employment
To know how and why rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules	Learn more about rule making and keeping and the role of democracy	Make a list of rules for the playground wording them positively and avoiding "don't" Organise a class council and decide what to do to change the rules
To appreciate there are various responsibilities, rights and duties at home, at school and in the community and that these can sometimes conflict with one another	Feel confident that there is a role for me to play in school Understand about rights, duties and responsibilities and conflicts resolution	Create a class book of poems and photos about responsibility and carrying out duties Draw up a class Bill of Rights practise conflict resolution role play scenarios
To know what democracy is and what the basic institutions are that support it locally and nationally	Can appreciate the importance of democracy Know about my local and district councils and central government	Take part in class/school council elections Be a member of a council Write letters to elected MP or councillors
To appreciate the range of national, regional, religious and ethnic minorities in the UK	Can respect and celebrate the richness and diversity of our population	Organise multi-cultural events in school involving parents/carers from different cultures
To understand that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong	Show that I understand how both people I know and strangers can put pressure on me to behave in ways that are not good for me and I need to be able to ask for help and to be able to say "No" when I feel it is right to do so	In Circle Time idea storm, discuss, participate in rounds, role play about how pressure is exerted and how it can be resisted Know how to get help and support for them and others when feeling pressurised
To be sure why school rules regarding health & safety are needed why different rules needed in different situations why and how rules are made and enforced basic emergency aid procedures where to get help	Understand why we have rules to keep us safe and healthy Be able to engage in discussions regarding making and changing classroom and school rules Know emergency aid procedures Know how to get help	Make a diagram showing the importance of school rules Participate in Circle Time rounds or classroom discussions on making and changing rules Practise giving others help Simulate making 999 calls
To acknowledge that their actions affect themselves and others, to care about others' feelings and to try to see events from their points of view	Appreciate that how I behave affects not only me but others at school, at home and in the community Show caring about others' feelings and opinions	Sort out arguments and differences without resorting to destructive behaviour Write about ways of seeking negative and positive attention Make and play a Consequences game
To think about the lives of people living in other places and time and people with different values and customs	Can acknowledge the contribution people from other cultures make to a multicultural society	Read stories, listen to music and look at artefacts from other cultures to discover their meaning create artwork based on patterns/designs from abroad
To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours and to develop appropriate skills	I understand that this behaviour can harm and hurt others I can show that I respect everyone	The continuum activity can be used with bullying/teasing examples for pupils to discuss seriousness Discuss issues of racism and how these infringe individuals' rights
To explore that differences and similarities between people arise from a number of factors including cultural, ethnic, racial and religious diversity, gender and disability	I recognise that there are differences and similarities between people for many different reasons	Do the activity Find someone who .... Each child is given a list of individual qualities and they have to match a child in the class to the quality e.g. speaks another language.

### Sex Education Video Resources

Year 1	Differences
Year 2	How did I get here?
Year 3	Growing up
Year 4	Changes (edited version)
Year 5	Girl talk / Boy talk
Year 6	How babies are born (edited version)

**Appendix 2: What children should know by the end of primary school, and when the concepts are explicitly taught for the first time**

TOPIC	CHILDREN SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"><li>• That families are important for children growing up because they can give love, security and stability (Year 1)</li><li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives (Year 2)</li><li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care (Year 2)</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 (Year 1)</li><li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Year 2)</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 (Year 1)</li></ul>

TOPIC	CHILDREN SHOULD KNOW
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends (Year 6)</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 (Year 1)</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (Year 1)</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 (Year 3)</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 (Year 5)</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (Year 4)</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships (Year 2)</li> <li>• The conventions of courtesy and manners (Year 1)</li> <li>• The importance of self-respect and how this links to their own happiness (Year 5)</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 (Year 1)</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 (Year 2)</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive (Year 3)</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults (Year 2)</li> </ul>

TOPIC	CHILDREN SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not (Year 3)</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 (Year 5)</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (Year 3)</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 (Year 4)</li> <li>• How information and data is shared and used online (Year 6)</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (Year 2)</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 (Year 3)</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact (Year 1)</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know (Year 1)</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult (Year 3)</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard (Year 1)</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so (Year 4)</li> <li>• Where to get advice e.g. family, school and/or other sources (Year 2)</li> </ul>

### Appendix 3: Parent form: withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from <i>sex education</i> within relationships, sex and health education (RSHE) (Year 6)			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents (including what the child will be doing instead if/when he/she is withdrawn from lessons)	