

Relationships and sex and health education (RSHE) policy and programme, *incorporating personal, social, health, emotional and economic (PSHEE) education*

The Richmond School, Skegness

Approved by:

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Last reviewed on:

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1. Aim

The aim of relationships, sex and health education (RSHE) at our school is 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

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](#).

Though we are not required to provide sex education, we choose to do this in Year 6, and we do need to teach the elements of sex education contained in the science curriculum for all year groups.

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, Skegness we teach RSHE (incorporating PSHEE education) 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
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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 given a copy of the RSHE programme and invited to make suggestions about what needed to change
4. Child consultation – we investigated what exactly children wanted from their RSHE
5. Ratification – once amendments were made, the policy was shared with governors and ratified, then published on the school website

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. It incorporates all elements of the PSHEE (personal, social, health, emotional and economic) education curriculum.

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

RSHE is not about the promotion of sexual activity; the sex education element taught in Year 6 does not promote any form of sexual activity, and issues of consent and maturity are taught at the same time as teaching the essential biological aspects.

5. Curricula

Our curricula for RSHE and PSHEE are set out as per Appendix 1, but we may need to adapt these as and when necessary.

We developed the current curriculum for RSHE in consultation with parents, children and staff in 2019, and this element of this policy and programme has remained unchanged; during this development, we took into account the age, needs and feelings of children. If children ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not attempt seek answers online.

Our current programme focuses on:

- 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
- giving children information on where they can get help and support

In addition, primary sex education, which we teach solely in Year 6, focusses on how a baby is conceived and born.

6. Delivery of RSHE and PSHEE

RSHE is taught alongside the personal, social, health and emotional education curriculum. Some biological aspects of RSHE are taught within the science curriculum. Other moral and ethical aspects are included in religious education (RE).

Relationships and health education across the school 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

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

7. Roles and responsibilities

7.1 The governing board

The governing board will periodically review and approve this RSHE policy and the associated programme, and hold the headteacher to account for their 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 in Year 6 (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual children
- Responding appropriately to children of Year 6 whose parents wish them to be withdrawn from the sex education component 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.

7.4 Children

Children are expected to engage fully in RSHE and, when discussing issues related to RSHE, 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 any elements of RSHE or PSHE education, except the sex education element taught in Year 6.

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 sex education.

9. Assessment

The following is taken from the Education Endowment Foundation's guidance report, 'Improving Social and Emotional Learning in Primary Schools' (see: <https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/>):

Schools should ensure that their monitoring and evaluation is proportionate to the scale of their needs and efforts (and doesn't become a further barrier). As a starting point, regular, low-intensity and efficient auditing is likely to be helpful—focused on indicators that are proxies for SEL development, such as pupil behaviour or well-being, or teacher perceptions.

Collecting regular feedback by surveys from children and staff on issues like class or school climate is relatively straight-forward, could help to identify ongoing issues, and should also promote a positive culture in which the school listens to and responds to needs. This is likely to provide valuable information for:

- *identifying needs;*
- *focusing efforts; and*
- *checking whether approaches are having an impact.*

To extend these efforts schools should also consider assessing children's SEL development using validated measurement tools. Care needs to be taken in the interpretation of the results and actions that follow. Some resources to support schools in identifying possible measures include:

- *The EEF's SPECTRUM database. This provides an overview of measures, and the accompanying report provides guidance on selecting measures.*
- *For more of a focus on mental health and wellbeing, Public Health England's Toolkit for schools and colleges and CORC's Well-being measurement framework for primary schools provide helpful related resources.*

The following is taken from the 2005 document, 'Social and Emotional Aspects of Learning Guidance':

IMPACT MEASURE	TOOLS
Changes in children's assessed social and emotional aspects of learning	'Emotional Literacy: Assessment and Intervention', ed. Adrian Faupel, NFER-Nelson, 2003
Progress over time in children's PSHE and citizenship achievement, as assessed using end of key stage statements	PSHE and citizen statements provided by the QCA (www.qca.org.uk/pshe)

IMPACT MEASURE	TOOLS
<p>Changes in children's behaviour and attendance, and the standards they achieve in their learning</p>	<p>A reduction in the numbers of:</p> <ul style="list-style-type: none"> • school-defined behaviour 'incidents' • children experiencing more than one fixed term exclusion • internal isolations • bullying incidents • incidents against a person, e.g. racism, sexism, homophobia, etc. <p>Authorised, unauthorised and total absence</p> <p>Standards achieved in the core subjects</p>
<p>Changes at whole-school level, as perceived by children, parents and carers, and staff</p>	<ul style="list-style-type: none"> • The Primary National Strategy <i>School self-evaluation: behaviour and attendance Primary electronic audit</i> – this tool provides surveys, checklists and observation proformas to evaluate the school's ethos and climate, for example in relation to emotional health and well-being and bullying; it collates and interprets the information that is input, providing useful graphical print-outs • The National Healthy School Standard encourages children to audit emotional health and well-being and offers a range of starting points for doing so; the publication <i>Promoting Emotional Health and Well-Being through the National Healthy School Standard</i> has a comprehensive index of resources including auditing tools

The EEF advice on assessment of SEL is more relevant, but some of the strategies suggested in the SEAL guidance are useful. As such, the school will use the following measures to assess the impact of RSHE:

ASSESSMENT INTENTION	TOOL(S)
<p>Identifying needs and focussing efforts</p>	<p>CORC Wellbeing Assessment Framework (for staff)</p> <p>The Stirling Children's Wellbeing Scale – SCWBS (for children in Years 3 to 6)</p> <p>The Child Outcome Rating Scale – CORS (for children in the EYFS and Years 1 and 2)</p>

ASSESSMENT INTENTION	TOOL(S)
<p>Checking whether approaches are having an impact</p>	<p>Periodic repeats of the wellbeing assessments (see above)</p> <p>Foundation subject assessment sheets referring to the skills identified in the RSHE and PSHEE programmes and taught each term (see appendices)</p> <p>Longitudinal analysis of:</p> <ul style="list-style-type: none"> • school-defined behaviour ‘incidents’ • children experiencing more than one fixed term exclusion • internal isolations • bullying incidents • incidents against a person, e.g. racism, sexism, homophobia, etc. • absence <p>School self-evaluation against the Ofsted criteria</p>

The only assessment approach to be conducted by teachers, rather than the subject leader or other members of the leadership team, is highlighted in bold.

10. Monitoring arrangements

The delivery of RSHE is monitored by the RSHE subject leader through, for example, planning scrutinies, learning walks, ‘book looks’, the sharing of assessment information, etc.

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

This policy will be reviewed by the RSHE subject leader once a year and/or as requirements and needs change. At every review, the policy will be approved by the governing board.

Appendix 1: PSHEE – what children at our school should know

We teach PSHEE for 20-30 minutes each week, for five half terms per year. (The sixth half term is used for RSHE.)

We use an adapted version of the PSHE Association’s long-term map for the EYFS and Key Stages 1 and 2, which is based around three core themes: health and wellbeing; relationships; and living in the wider world.

We support the delivery of PSHEE using evidence-based SEAL resources, supplemented with ‘special days’ such as those organised by the NSPCC. The ‘Mental health and wellbeing’ element runs across the year through our embedding of the evidence-based ‘Five Ways to Wellbeing’ linked to our school values. The ‘Media literacy’ objectives are taught through our computing curriculum.

TIME OF YEAR	THEME	KEY SOCIAL / EMOTIONAL LEARNING	PSHEE <i>CONCURRENT</i> AREAS OF LEARNING
Sep / Oct	‘New beginnings’	Empathy Self-awareness Motivation Social skills	‘Respecting self and others’ and ‘Shared responsibilities’
Nov / Dec	‘Getting on and falling out’ – <i>incorporating ‘Say no to bullying’ during Anti-Bullying Week</i>	Managing feelings Empathy Social skills Self-awareness	‘Friendships’ and ‘Managing hurtful behaviour and bullying’
Jan / Feb	‘Going for goals!’	Motivation Self-awareness	‘Economic wellbeing – aspirations, work and career’ and ‘Economic wellbeing – money’
Feb / Mar	‘Good to be me’	Self-awareness Managing feelings Empathy	‘Physical health and wellbeing’, ‘Keeping safe’ and ‘Drugs, alcohol and tobacco’
Apr / May / Jun	‘Relationships’ – <i>including RSHE content</i>	Self-awareness Managing feelings Empathy	‘Ourselves, growing and changing’ and ‘Families and close positive relationships’, including identification of those children who may be ‘Young Carers’
Jun / Jul	‘Changes’ – <i>including sex education content for Year 6</i>	Motivation Social skills Managing feelings	‘Communities’

* See: <https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/>

YEAR GROUP(S)	SEAL RESOURCE COLOUR
The EYFS	Red
Years 1 and 2	Blue
Years 3 and 4	Yellow
Years 5 and 6	Green

The PSHEE objectives on the following pages are non-statutory; they are a guide as to what to teach when (according to the yearly overview above) but there is no expectation that all of the content will be covered each year.

It does not matter if the same content is taught twice, e.g. in Year 1 *and* Year 2, Year 3 *and* Year 4 or Year 5 *and* Year 6, and it is not imperative to teach all of the content; some of the content taught well is better than all of the content taught superficially.

The SEAL resources contain whole-class, paired, small-group, individual and home-learning activity suggestions. There is not enough time in sessions to include all of the suggested content, so teachers should 'pick and choose' activities appropriate to their children's needs at the time.

RSHE, incorporating SEAL and PSHEE, should *always* be taught by the class teacher.

Theme One: Health and Wellbeing

IN THE EYFS AND KEY STAGE 1, CHILDREN SHOULD LEARN...	IN KEY STAGE 2, CHILDREN SHOULD LEARN...
<i>Physical Health and Wellbeing</i>	
<p>H1. about what keeping healthy means; different ways to keep healthy</p> <p>H2. about foods that support good health and the risks of eating too much sugar</p> <p>H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>H4. about why sleep is important and different ways to rest and relax</p> <p>H5. simple hygiene routines that can stop germs from spreading</p> <p>H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p>H8. how to keep safe in the sun and protect skin from sun damage</p> <p>H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p>H10. about the people who help us to stay physically healthy</p>	<p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H5. about what good physical health means; how to recognise early signs of physical illness</p> <p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p>H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>

Mental Health and Wellbeing

<p>H11. about different feelings that humans can experience</p> <p>H12. how to recognise and name different feelings</p> <p>H13. how feelings can affect people's bodies and how they behave</p> <p>H14. how to recognise what others might be feeling</p> <p>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p> <p>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p>	<p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p>
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Ourselves, Growing and Changing (some of which is covered in the RSHE programme – see Appendix 2)

<p>H21. to recognise what makes them special</p> <p>H22. to recognise the ways in which we are all unique</p> <p>H23. to identify what they are good at, what they like and dislike</p> <p>H24. how to manage when finding things difficult</p> <p>H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>H26. about growing and changing from young to old and how people's needs change</p> <p>H27. about preparing to move to a new class/year group</p>	<p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>H36. strategies to manage transitions between classes and key stages</p>
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<i>Keeping Safe</i>	
<p>H28. about rules and age restrictions that keep us safe</p> <p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>H31. that household products (including medicines) can be harmful if not used correctly</p> <p>H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p>H33. about the people whose job it is to help keep us safe</p> <p>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p> <p>H35. about what to do if there is an accident and someone is hurt</p> <p>H36. how to get help in an emergency (how to dial 999 and what to say)</p>	<p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p> <p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>H43. about what is meant by first aid; basic techniques for dealing with common injuries</p> <p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> <p>H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk</p>
<i>Drugs, Alcohol and Tobacco</i>	
<p>H37. about things that people can put into their body or on their skin; how these can affect how people feel</p>	<p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p>

Theme Two: Relationships

IN THE EYFS AND KEY STAGE 1, CHILDREN SHOULD LEARN...	IN KEY STAGE 2, CHILDREN SHOULD LEARN...
<i>Families and Close Positive Relationships (some of which is covered in the RSHE programme – see Appendix 2)</i>	
<p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R3. about different types of families including those that may be different to their own</p> <p>R4. to identify common features of family life</p> <p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p>	<p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p>

Friendships (some of which is covered in the RSHE programme – see Appendix 2)

- R6. about how people make friends and what makes a good friendship
- R7. about how to recognise when they or someone else feels lonely and what to do
- R8. simple strategies to resolve arguments between friends positively
- R9. how to ask for help if a friendship is making them feel unhappy

- R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing
- R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships
- R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face
- R13. the importance of seeking support if feeling lonely or excluded
- R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them
- R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others
- R16. how friendships can change over time, about making new friends and the benefits of having different types of friends
- R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely
- R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary

Managing Hurtful Behaviour and Bullying

<p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R15. how to respond safely to adults they don't know</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p>	<p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p>
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Respecting Self and Others (some of which is covered in the RSHE programme – see Appendix 2)

R21. about what is kind and unkind behaviour, and how this can affect others

R22. about how to treat themselves and others with respect; how to be polite and courteous

R23. to recognise the ways in which they are the same and different to others

R24. how to listen to other people and play and work cooperatively

R25. how to talk about and share their opinions on things that matter to them

R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online

R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

Theme Three: Living in the Wider World

IN THE EYFS AND KEY STAGE 1, CHILDREN SHOULD LEARN...	IN KEY STAGE 2, CHILDREN SHOULD LEARN...
<i>Shared Responsibilities</i>	
<p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L3. about things they can do to help look after their environment</p>	<p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p>
<i>Communities</i>	
<p>L4. about the different groups they belong to</p> <p>L5. about the different roles and responsibilities people have in their community</p> <p>L6. to recognise the ways they are the same as, and different to, other people</p>	<p>L6. about the different groups that make up their community; what living in a community means</p> <p>L7. to value the different contributions that people and groups make to the community</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>
<i>Media Literacy and Digital Resilience</i>	
<p>L7. about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>L8. about the role of the internet in everyday life</p> <p>L9. that not all information seen online is true</p>	<p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>L13. about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>

Economic Wellbeing – Money

<p>L10. what money is; forms that money comes in; that money comes from different sources</p> <p>L11. that people make different choices about how to save and spend money</p> <p>L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p>L13. that money needs to be looked after; different ways of doing this</p>	<p>L17. about the different ways to pay for things and the choices people have about this</p> <p>L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p>L21. different ways to keep track of money</p> <p>L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p> <p>L24. to identify the ways that money can impact on people's feelings and emotions</p>
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Economic Wellbeing – Aspirations, Work and Career

<p>L14. that everyone has different strengths</p> <p>L15. that jobs help people to earn money to pay for things</p> <p>L16. different jobs that people they know or people who work in the community do</p> <p>L17. about some of the strengths and interests someone might need to do different jobs</p>	<p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>L31. to identify the kind of job that they might like to do when they are older</p> <p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>
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Appendix 2: RSHE – what children at our school should know, and in which year group each concept is first taught, as determined by teachers in our school

We teach RSHE for 60 minutes each week, for one half term per year.

We use edited versions of the Channel 4 ‘Living and Growing’ resources, with all age-inappropriate content removed by teachers.

TOPIC	CHILDREN 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 (Year 1) • 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) • 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) • 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) • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Year 2) • 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)
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 (Year 6) • 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) • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (Year 1) • 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) • 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)

TOPIC	CHILDREN SHOULD KNOW
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 (Year 4) • Practical steps they can take in a range of different contexts to improve or support respectful relationships (Year 2) • The conventions of courtesy and manners (Year 1) • The importance of self-respect and how this links to their own happiness (Year 5) • 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) • 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) • What a stereotype is, and how stereotypes can be unfair, negative or destructive (Year 3) • The importance of permission-seeking and giving in relationships with friends, peers and adults (Year 2)
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not (Year 3) • 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) • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (Year 3) • 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) • How information and data is shared and used online (Year 6)

TOPIC	CHILDREN SHOULD KNOW
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) (Year 2) • 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) • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact (Year 1) • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know (Year 1) • How to recognise and report feelings of being unsafe or feeling bad about any adult (Year 3) • How to ask for advice or help for themselves or others, and to keep trying until they are heard (Year 1) • How to report concerns or abuse, and the vocabulary and confidence needed to do so (Year 4) • Where to get advice e.g. family, school and/or other sources (Year 2)

YEAR(S)	TEACHING AIMS	LEARNING OUTCOMES	EXAMPLE TEACHING ACTIVITIES
1 and 2	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.
3 and 4	To know the way they grow and change throughout the human life cycle	Can identify changes during the human life cycle Understand that change is ongoing	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	Can define puberty: the changes that occur sometime between 8-17 that turn us from children into young adults Know that puberty happens differently for everyone and begins and ends at different times Understand that body changes at puberty are linked to human reproduction	A large Venn table or table with three columns on flip chart or board labelled male, female and both

YEAR(S)	TEACHING AIMS	LEARNING OUTCOMES	EXAMPLE TEACHING ACTIVITIES
	To recognise their own worth as individuals and to challenge stereotyping	Can identify positive things about themselves and others 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 Can recognise and challenge stereotyping with confidence	In pairs, share things that they are good at and like doing Draw pictures of different people in work Discussion about stereotyping
5	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, including menstruation and wet dreams	Understand that there will be physical and emotional changes as I grow older Can describe menstruation and wet dreams Understand the relationship between the sex cells (sperm and ovum), menstruation and wet dreams Know and can explain effective methods for managing menstruation and wet dreams	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.	Can explain how changes at puberty affect body hygiene Can describe how to care for their bodies during puberty Can recognise the similarities between the needs and wants of boys and girls and challenge gender stereotypes around hygiene and grooming	Discussion and exploration of hygiene products

YEAR(S)	TEACHING AIMS	LEARNING OUTCOMES	EXAMPLE TEACHING ACTIVITIES
	<p>To learn how puberty effects emotions and behaviour</p> <p>To know strategies for dealing with the changes associated with puberty</p>	<p>Can describe how feelings and behaviour change during puberty</p> <p>Understand how changes during puberty can affect relationships with other people</p> <p>Can devise strategies for managing these changes</p>	<p>Kim's Game – Discussion around the objects</p>
	<p>To be aware of different types of relationships including marriage and to develop skills to be effective in relationships</p>	<p>Understand how important it is for families and friends to care for one another</p>	<p>Use a photo pack explore different ways of showing caring for others illustrate responses</p>
	<p>To understand the life cycles of humans and animals, including reproduction</p>	<p>Know about the changes that happen in humans from birth to old age</p>	
6	<p>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>	<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>	<p>Discuss feelings based on reading and viewing excerpts from videos keep diaries reflecting on changes to themselves in this transition period and their relationships with their families and friends</p>
	<p>To know how their bodies change as they approach puberty</p>	<p>Understand that there will be physical and emotional changes as I grow older</p>	<p>Use a body template for a boy/girl and annotate body changes discuss emotional reactions</p>
	<p>To learn about the roles and responsibilities of carers and parents</p>	<p>Can identify some of the skills and qualities needed to be a parent and carer</p> <p>Understand the variety of ways in which parents and carers meet the needs of babies and children</p> <p>Can recognise that both men and women can take on these roles and responsibilities</p>	

YEAR(S)	TEACHING AIMS	LEARNING OUTCOMES	EXAMPLE TEACHING ACTIVITIES
	To learn about human reproduction in the context of the human lifecycle	<p>Understand that sexuality is expressed in a variety of ways between consenting adults</p> <p>Know that sexual intercourse may be one part of a sexual relationship</p> <p>Can describe how babies are made, including the relationship between sexual intercourse and conception</p> <p>Can name the male and female sex cells and reproductive organs</p>	

Appendix 3: Parent form – withdrawal from Year 6 sex education

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from 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	