



Cowley St Laurence CE Primary School Relationships and Sex Education Policy

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1 Aims

Cowley St Laurence CE Primary School is part of the Frays Academy Trust.

Within a Christian context, the purposes of teaching relationships and sex education (RSE) are:

- Bring about growth in self-respect, self-worth, confidence and empathy, with children recognising that we are God's creation, created in his image and likeness.
- To ensure that all understand the importance of respecting others and accepting those who differ, yet challenging those behaviours and attitudes which exploit others and do not reflect our Christian values.
- Enable pupils to reflect and recognize the qualities that help them to grow, develop and sustain positive and effective relationships where love, trust and faith are central to success including the importance of marriage and lifelong commitments.
- Create a positive culture around issues of sexuality and relationships
- Enable pupils to have an understanding of themselves, their bodies and their emotional development including the correct vocabulary to describe themselves and their bodies
- Provide a safe framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene

2 Christian Context

Effective Relationships and Sex Education (RSE) can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

Sensitivity and respect should be shown to all children when teaching about personal relationships and sex education. RSE should be taught in a way that ensures there is no stigmatisation of children based on their home/personal circumstances. All RSE should be set in a context that is consistent with the school's Christian ethos and values.

- RSE should be based on inclusive Christian principles and values, emphasising respect, compassion, loving care and forgiveness.
- RSE should be taught in the light of the belief in the absolute worth of all people and the unconditional infinite love of God.
- RSE should be sensitive to the circumstances of all children and be mindful of the variety of expressions of family life in our culture, yet it should also uphold the Christian values regarding relationships and marriage as recognised by the Church of England (i.e. Marriage is a gift of God in creation and encompasses consent, public witness, permanence and lifelong fidelity).
- Issues regarding human sexuality should be addressed sensitively.
- The exploration of reproduction and sexual behaviour within the Science curriculum should stand alongside the exploration of relationships, values and morals and Christian belief.

Whilst children are given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, this is exercised within an understanding of the right of people to hold their own views within a framework of respect for others.

Sex education must be an integral part of the personal, social and health education curriculum in all Church Schools. Each school must teach within a framework of Christian values and the Christian understanding that sex is a gift of God as part of creation. Whilst schools may use sex education to inform children about sexual issues, each must do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions.

3 Statutory requirements

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

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

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

At Frays Academy Trust we teach RSE as set out in this policy.

4 Policy development

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

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations;
3. Parent/stakeholder consultation – parents and any interested parties were invited to provide feedback about the policy. This included local Church of England clergy who are members of the Local Governing Body.
4. Pupil consultation – we investigated what exactly pupils want from their RSE;
5. Ratification – once amendments were made, the policy was shared with the Board of Directors and ratified.

5 Definition

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

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

RSE is not about the promotion of sexual activity.

6 Curriculum

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

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

Primary sex education will focus on:

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

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

7 Delivery of Relationships and Sex Education

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). RSE is taught by the class teacher as part of the curriculum and is inclusive to match all pupil needs. This is more beneficial than a trained professional as they are familiar with the adult and it provides a safer environment for them to discuss personal views, opinions and ask questions for clarity.

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

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

For more information about our RSE curriculum, see Appendices 1 and 2. This includes which areas are covered by the science curriculum and which through the RSE curriculum. This has an impact on which aspects parents have the right to withdraw their children from (see section 8).

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).

8 Moral Framework

Morals and morality are essential dimensions of sexuality and relationships. The curriculum will respect individual differences - inspired by cultural, religious, ethnic and family backgrounds - and it will endeavour to promote those values of respect and dignity for human life which are common to all faiths and societies.

Pupils will be taught RSE within a framework which models and encourages the following values:

- Being honest with themselves and others
- Developing a critical awareness of themselves and others
- Learning to show tolerance, understanding, respect and care for others
- Developing an awareness and belief in one's own identity
- Having a positive attitude towards the value of stable relationships for bringing up children
- Acknowledging and understanding diversity with regard to religion, culture and sexual orientation

9 Our Approach as a Church School

The 2018 SIAMS schedule for inspection also states in the section on 'Dignity and Respect' that schools should offer 'offer age appropriate and coherent relationships and sex education that reflects the school's Christian vision and supports pupils to form healthy relationships.' The curriculum puts the health of all relationships as the most important factor, particularly relationships with, and respect for, yourself. The Church of England document 'Valuing all God's Children', 2017 states: "All bullying, including homophobic, biphobic and transphobic bullying, causes profound damage, leading to higher levels of mental health disorders, self-harm, depression and suicide. Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by

God, supported to know their intrinsic value.” (Page 1). It is also a part of the 2018 SIAMS schedule that Church of England schools should enable their pupils to “embrace difference”.

10 Roles and responsibilities

10.1 The Board of Directors

The Board of Directors of the Frays Academy Trust will approve the RSE policy.

10.2 The Local Governing Body

The Local Governing Body of the school will hold the Headteacher to account for the implementation of the RSE policy.

10.3 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of RSE (see section 8).

10.4 Staff

Staff are responsible for:

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

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

10.5 Pupils

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

11 Parents’ right to withdraw

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

Parents have the right to withdraw their children from the non-science components of sex education within RSE. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

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

12 Training

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

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

13 Safeguarding

Teachers need to be aware that sometimes disclosures may be made during sessions, in which case safeguarding procedures must be followed immediately (see Child Protection Policy and Procedures).

14 Links to other policies

This policy operates in conjunction with the following school policies and guidance documents:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Inclusion Policy
- Equal Opportunities Policy
- Anti-Bullying Policy
- E-safety Policy
- DfE: Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019
- Valuing All God's Children CofE 2019
- Church of England, Changes to the teaching of Relationships and Sex Education and PSHE: A call for evidence 2018

15 Monitoring arrangements

The delivery of RSE is monitored by the PSHE lead through:

- Planning and book scrutiny
- Learning walks
- Pupil voice

The Local Governing Body of each school will monitor the policy and its impact annually. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed and approved by the Board of Directors every three years.

Appendix 1: Curriculum map

Relationships Education

Area 1: Families and people who care for me – Pupils should be taught:

<p>that families are important for children growing up because they can give love, security and stability.</p>	<p>Wellbeing and Citizenship:</p> <ul style="list-style-type: none"> • R All about me, Where do babies come from?, Me and my special people, Getting bigger, Looking after my special people, Same and different families, Safe indoors and outdoors • Y1 Who are our special people? • Y2 My special people • Y3 Family and friends • Y4 My feelings are all over the place!, Friend or acquaintance? • Y6 What's the risk? (2), Joe's story (part 2), Advertising friendships!
<p>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.</p>	<p>Wellbeing and Citizenship:</p> <ul style="list-style-type: none"> • R Same and different families, People who help to keep me safe, Life Stages: Human life stage - who will I be?, My feelings, Who can help me?, Looking after my special people, Me and my special people • Y1 Taking care of a baby, Who are our special people? • Y2 My special people • Y3 Looking after our special people, Family and friends • Y4 My feelings are all over the place!, Friend or acquaintance? • Y5 Help! I'm a teenager - get me out of here! • Y6 Helpful or unhelpful? Managing change, Dan's day
<p>that others' families, either in school or in the wider world, sometimes look different from their</p>	<p>Wellbeing and Citizenship:</p> <ul style="list-style-type: none"> • R Life Stages: Human life stage - who will I be?, All about me, Where do babies come from?, Me and my special people, Getting bigger, Looking after my special people, Same and different families • Y1 Who are our special people?, Our special people balloons, Same or different? • Y2 My special people

<p>family, but that they should respect those differences and know that other children’s families are also characterised by love and care.</p>	<ul style="list-style-type: none"> • Y3 Family and friends, Let's celebrate our differences • Y4 My feelings are all over the place!, What would I do?, The people we share our world with, Together • Y5 The land of the Red People • Y6 Don't force me, Making babies <p>Science:</p> <ul style="list-style-type: none"> • R To know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family
<p>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.</p>	<p>Wellbeing and Citizenship:</p> <ul style="list-style-type: none"> • R Life Stages: Human life stage - who will I be?, Who can help me?, Looking after my special people, Getting bigger, Where do babies come from?, Same and different families • Y1 Who are our special people?, Our special people balloons, Same or different? • Y2 My special people • Y3 Family and friends • Y4 Together • Y5 Help! I'm a teenager - get me out of here! • Y6 Advertising friendships!, Making babies, Don't force me
<p>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p>	<p>Wellbeing and Citizenship:</p> <ul style="list-style-type: none"> • R Life Stages: Human life stage - who will I be? • Y4 Together • Y6 Don't force me
<p>how to recognise if family relationships are making them feel unhappy or unsafe,</p>	<p>Wellbeing and Citizenship:</p> <ul style="list-style-type: none"> • R Who can help me?, My feelings, My feelings (2), People who help to keep me safe • Y1 Who can help? (1), Good or bad touches?, Surprises and secrets • Y5 Growing up and changing bodies

<p>and how to seek help or advice from others if needed.</p>	<ul style="list-style-type: none"> • Y6 Don't force me, Helpful or unhelpful? Managing change <p>Science:</p> <ul style="list-style-type: none"> • R To know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family
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Area 2: Caring Relationships – Pupils should be taught:

<p>how important friendships are in making us feel happy and secure, and how people choose and make friends.</p>	<p>Wellbeing and Citizenship:</p> <ul style="list-style-type: none"> • R Who can help me?, All about me, Me and my special people, Same and different, Kind and caring (2), Looking after my friends • Y1 Good friends • Y2 Being a good friend • Y3 Friends are special, Relationship Tree, Looking after our special people • Y4 Together, Friend or acquaintance?, Can you sort it? • Y5 Qualities of friendship, It could happen to anyone, How good a friend are you? • Y6 Advertising friendships!, Dan's day, Joe's story (part 2) <p>Science:</p> <ul style="list-style-type: none"> • R To know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family
<p>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness,</p>	<p>Wellbeing and Citizenship:</p> <ul style="list-style-type: none"> • R Who can help me?, Kind and caring (1), Bouncing back when things go wrong, Same and different, Looking after my friends, Kind and caring (2), My feelings (2), Yes, I can! • Y1 How are you listening?, Harold has a bad day, Unkind, tease or bully?, It's not fair!, Good friends, Who can help? (2), Pass on the praise! • Y2 Being a good friend • Y3 Friends are special, Relationship Tree, Looking after our special people

<p>generosity, trust, sharing interests and experiences and support with problems and difficulties.</p>	<ul style="list-style-type: none"> • Y4 Ok or not ok? (part 2), Making choices, Ok or not ok? (part 1), An email from Harold!, Friend or acquaintance?, Can you sort it? • Y5 Qualities of friendship, Relationship cake recipe, Being assertive, Give and take, It could happen to anyone, How good a friend are you? • Y6 Advertising friendships!, Solve the friendship problem, What's the risk? (1), Joe's story (part 1), OK to be different, Dan's day
<p>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p>	<p>Wellbeing and Citizenship:</p> <ul style="list-style-type: none"> • R Who can help me?, Same and different, Kind and caring (1), Kind and caring (2), Looking after my friends • Y1 Unkind, tease or bully?, Good friends, It's not fair!, Who can help? (2) • Y2 An act of kindness, Being a good friend, A helping hand • Y3 How can we solve this problem? • Y4 An email from Harold!, Ok or not ok? (part 1), Keeping ourselves safe, Can you sort it? • Y5 Qualities of friendship, Relationship cake recipe, Being assertive, It could happen to anyone, Give and take, How good a friend are you?, The land of the Red People • Y6 Solve the friendship problem, Advertising friendships!, What's the risk? (1), Joe's story (part 1), Dan's day, Joe's story (part 2) <p>Science:</p> <ul style="list-style-type: none"> • R To know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family
<p>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</p>	<p>Wellbeing and Citizenship:</p> <ul style="list-style-type: none"> • Y1 Who can help? (1), Who can help? (2), Surprises and secrets, It's not fair!, How are you listening?, Harold has a bad day, Unkind, tease or bully? • Y2 Solve the problem • Y3 Friends are special, How can we solve this problem? • Y4 Ok or not ok? (part 2), Ok or not ok? (part 1), What would I do?, Can you sort it? • Y5 Qualities of friendship, Relationship cake recipe, How good a friend are you? • Y6 Advertising friendships!, Solve the friendship problem, Joe's story (part 2)

violence is never right.	
how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	<p>Wellbeing and Citizenship:</p> <ul style="list-style-type: none"> • R My feelings, Who can help me?, My feelings (2) • Y1 How are you listening?, Pass on the praise! • Y2 Solve the problem, Getting on with others • Y3 Relationship Tree • Y4 Ok or not ok? (part 1), Keeping ourselves safe, What would I do?, Can you sort it?, My feelings are all over the place!, Ok or not ok? (part 2), How dare you!, Islands • Y5 Relationship cake recipe, Qualities of friendship, Being assertive, It could happen to anyone, Ella's diary dilemma • Y6 Joe's story (part 1), Assertiveness skills (formerly Behave yourself - 2), Advertising friendships!, Solve the friendship problem, What's the risk? (1)

Area 3: Respectful Relationships – Pupils should be taught:

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	<p>Wellbeing and Citizenship:</p> <ul style="list-style-type: none"> • R Kind and caring (2), Looking after my friends, Same and different families, All about me, I'm special, you're special, Same and different homes, Me and my special people, Getting bigger, What makes me special, Where do babies come from?, Same and different • Y1 Pass on the praise!, Same or different?, How are you listening? • Y2 What makes us who we are? • Y3 For or against?, Zeb, Our friends and neighbours, Let's celebrate our differences, How can we solve this problem?, Thanks, Respect and challenge • Y4 The people we share our world with, Ok or not ok? (part 2), Under pressure, Can you sort it?, Ok or not ok? (part 1), Making choices, Friend or acquaintance?, What would I do?, What makes me ME! • Y5 Is it true?, Happy being me, Kind conversations, Qualities of friendship, Stop, start, stereotypes, Being assertive, Help! I'm a teenager - get me out of here!, Spot bullying, The land of the Red People
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different preferences or beliefs.	<ul style="list-style-type: none"> • Y6 Behave yourself, We have more in common than not, Tolerance and respect for others, What's the risk? (1), Respecting differences, Boys will be boys? - challenging gender stereotypes, Don't force me, I look great!, Joe's story (part 1), Is this normal?, Media manipulation, OK to be different <p>Science:</p> <ul style="list-style-type: none"> • R To know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family
practical steps they can take in a range of different contexts to improve or support respectful relationships.	<p>Wellbeing and Citizenship:</p> <ul style="list-style-type: none"> • R Bouncing back when things go wrong, Kind and caring (1), Being helpful at home and caring for our classroom, Kind and caring (2) • Y1 Harold has a bad day, Same or different?, Why we have classroom rules, It's not fair! • Y2 What makes us who we are?, How do we make others feel?, Our ideal classroom (1), An act of kindness • Y3 Let's celebrate our differences, Our friends and neighbours, For or against?, Thunks • Y4 The people we share our world with, What would I do?, What makes me ME!, Human machines, Ok or not ok? (part 1), My feelings are all over the place!, Can you sort it? • Y5 Qualities of friendship, Kind conversations, Happy being me, Ella's diary dilemma, Is it true?, The land of the Red People, Help! I'm a teenager - get me out of here! • Y6 Tolerance and respect for others, Behave yourself, I look great!, Assertiveness skills (formerly Behave yourself - 2), Boys will be boys? - challenging gender stereotypes, Respecting differences
the conventions of courtesy and manners.	<p>Wellbeing and Citizenship:</p> <ul style="list-style-type: none"> • R Being helpful at home and caring for our classroom, Same and different homes, Kind and caring (1), Caring for our world, Kind and caring (2) • Y1 Harold has a bad day, Why we have classroom rules, Harold's school rules, It's not fair!, Pass on the praise! • Y2 An act of kindness, Getting on with others, Our ideal classroom (2) • Y3 Thunks, Respect and challenge, For or against? • Y4 What would I do?, In the news! • Y5 Help! I'm a teenager - get me out of here!, Happy being me, Qualities of friendship, Relationship cake recipe • Y6 Respecting differences
the importance of self-respect and how	<p>Wellbeing and Citizenship:</p> <ul style="list-style-type: none"> • R I'm special, you're special, All about me, What makes me special, Same and different • Y4 What makes me ME!, Keeping ourselves safe, Ok or not ok? (part 2), How dare you!

<p>this links to their own happiness.</p>	<ul style="list-style-type: none"> • Y5 The land of the Red People, Help! I'm a teenager - get me out of here!, Kind conversations, Happy being me, Ella's diary dilemma, Relationship cake recipe, Qualities of friendship • Y6 Assertiveness skills (formerly Behave yourself - 2), Joe's story (part 1), I look great!, Media manipulation, What's the risk? (1), Behave yourself <p>Science:</p> <ul style="list-style-type: none"> • R To know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family
<p>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.</p>	<p>Wellbeing and Citizenship:</p> <ul style="list-style-type: none"> • R Same and different, All about me • Y1 Pass on the praise!, Who can help? (2), Harold's school rules, Unkind, tease or bully?, Harold has a bad day, Taking care of something • Y2 Bullying or teasing?, Getting on with others, Don't do that!, Types of bullying • Y3 Zeb • Y4 Ok or not ok? (part 1), What would I do?, Can you sort it?, Ok or not ok? (part 2), The people we share our world with, Safety in numbers • Y5 The land of the Red People, Taking notice of our feelings, Qualities of friendship, Relationship cake recipe, Kind conversations, Happy being me, Ella's diary dilemma • Y6 Don't force me, Assertiveness skills (formerly Behave yourself - 2), Respecting differences, Joe's story (part 2), We have more in common than not, Acting appropriately, Tolerance and respect for others, Behave yourself
<p>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.</p>	<p>Wellbeing and Citizenship:</p> <ul style="list-style-type: none"> • Y1 Unkind, tease or bully?, Who can help? (2) • Y2 Don't do that!, Getting on with others, Types of bullying, Bullying or teasing? • Y3 Let's celebrate our differences, Zeb • Y4 Keeping ourselves safe, What would I do?, Under pressure, Safety in numbers, How dare you! • Y5 Stop, start, stereotypes, Is it true?, Happy being me • Y6 OK to be different, Boys will be boys? - challenging gender stereotypes, Behave yourself, Acting appropriately, What's the risk? (1), We have more in common than not

<p>what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p>	<p>Wellbeing and Citizenship:</p> <ul style="list-style-type: none"> • R Me and my body - girls and boys • Y3 Family and friends, Zeb • Y4 That is such a stereotype! • Y5 Stop, start, stereotypes, Happy being me, Is it true? • Y6 Media manipulation, Boys will be boys? - challenging gender stereotypes, Two sides to every story
<p>the importance of permission-seeking and giving in relationships with friends, peers and adults.</p>	<p>Wellbeing and Citizenship:</p> <ul style="list-style-type: none"> • R Looking after my friends, Me and my body - girls and boys, Listening to my feelings (1) • Y1 Surprises and secrets, Good or bad touches?, Sharing pictures • Y2 I don't like that! • Y3 None of your business! • Y4 Islands, Secret or surprise? • Y5 Growing up and changing bodies, Ella's diary dilemma • Y6 Fakebook friends, Don't force me, It's a puzzle, Assertiveness skills (formerly Behave yourself - 2), Think before you click!

Area 4: Online Relationships – Pupils should be taught:

<p>that people sometimes behave differently online, including by pretending to be someone they are not.</p>	<p>Wellbeing and Citizenship:</p> <ul style="list-style-type: none"> • Y1 Sharing pictures • Y2 Playing games • Y3 None of your business!, I am fantastic! • Y5 Play, like, share, Spot bullying • Y6 Pressure online, Fakebook friends, Media manipulation <p>Computing:</p> <ul style="list-style-type: none"> • Following adults' advice about using the internet (Y1 Spring) • Reporting concerns about content (Y4 Autumn) • Communicating with other safely (Y5 Autumn) • Posting and reading inappropriate comments – what to do (Y5 Autumn) • Cyberbullying – what it is and why it is not acceptable (Y5 Autumn) • Trusting information online, including whether people are who they say they are (Y6 Autumn)
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<p>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.</p>	<p>Wellbeing and Citizenship:</p> <ul style="list-style-type: none"> • Y1 Sharing pictures • Y2 Playing games • Y3 None of your business!, Relationship Tree, Zeb, Let's celebrate our differences • Y4 How do we make a difference? • Y5 Communication, Play, like, share, Is it true?, Spot bullying • Y6 Think before you click!, It's a puzzle <p>Computing:</p> <ul style="list-style-type: none"> • Speaking to trusted adults about anything concerning (Y1 Spring) • What to do when you see inappropriate things online (Y2 Autumn) • Being kind to others online (Y3 Autumn) • Communicating with others online safely (Y5 Autumn) • Posting and reading inappropriate comments – what to do (Y5 Autumn) • Cyberbullying – what it is and why it is not acceptable (Y5 Autumn) • Trusting information online, including whether people are who they say they are (Y6 Autumn)
<p>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p>	<p>Wellbeing and Citizenship:</p> <ul style="list-style-type: none"> • R Keeping safe online • Y1 Sharing pictures • Y2 Playing games • Y3 None of your business!, Super Searcher • Y4 Picture Wise • Y5 Is it true?, Play, like, share, Communication, Spot bullying • Y6 Think before you click!, It's a puzzle, Pressure online, To share or not to share?, What's the risk? (2), Traffic lights <p>Computing:</p> <ul style="list-style-type: none"> • Keeping passwords private and safe (All year groups) • Not sharing inappropriate content (Y1 Autumn) • Following adults' advice about using the internet (Y1 Autumn) • Speaking to trusted adults about anything concerning (Y2 Autumn) • What to do if you see inappropriate things online (Y2 Autumn) • Not sharing personal information online (Y3 Autumn) • Being kind to others online (Y3 Autumn)

	<ul style="list-style-type: none"> • Creating and maintaining a positive online profile (Y4 Autumn) • Reporting concerns about content (Y4 Autumn) • Posting and reading inappropriate comments – what to do (Y5 Autumn) • Cyberbullying – what it is and why it is not acceptable (Y5 Autumn) • Gaining permission to use images/videos of others (Y5 Spring) • Trusting information online, including whether people are who they say they are (Y6 Autumn)
<p>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p>	<p>Wellbeing and Citizenship:</p> <ul style="list-style-type: none"> • Y1 Sharing pictures • Y2 Playing games • Y3 None of your business!, Super Searcher, Recount task • Y5 Fact or opinion?, Play, like, share, Is it true? • Y6 Pressure online, It's a puzzle, Think before you click! <p>Computing:</p> <ul style="list-style-type: none"> • Following adults' advice using the internet (Y1 Spring) • Using child-friendly sites to research and why (Y2 Spring) • Reflecting on child-friendly sites and what may not be appropriate (Y2 Spring) • Not sharing personal information online (Y3 Autumn) • Creating and maintaining a positive online profile (Y4 Autumn) • Communicating with others online safely (Y5 Autumn) • Cyberbullying – what it is and why it is not acceptable (Y5 Autumn) • Gaining permission to use images/videos of others (Y5 Spring) • Inappropriate media/age restrictions (Y5 Spring) • Trusting online information, including whether people are who they say they are (Y6 Spring)
<p>how information and data is shared and used online.</p>	<p>Wellbeing and Citizenship:</p> <ul style="list-style-type: none"> • Y1 Sharing pictures • Y2 Playing games • Y3 None of your business!, Super Searcher • Y4 In the news!, That is such a stereotype!, Picture Wise, Raisin challenge (2) • Y5 Is it true?, Play, like, share, Spot bullying • Y6 It's a puzzle, Pressure online, To share or not to share?, Traffic lights

	<p>Computing:</p> <ul style="list-style-type: none"> • Keeping passwords private and safe (All year groups) • Not sharing inappropriate content (Y1 Autumn) • Importance of only sending and uploading things online that are appropriate (Y2 Autumn) • Not sharing personal information online (Y3 Autumn) • Safe information gathering (Y3 Spring) • Creating and maintaining a positive online profile (Y4 Autumn) • Gaining permission to use images/videos of others (Y5 Spring) • Inappropriate media/age restrictions (Y5 Spring) • Copyright and ownership laws (Y6 Autumn)
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Area 5: Being Safe – Pupils should be taught:

<p>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p>	<p>Wellbeing and Citizenship:</p> <ul style="list-style-type: none"> • Y1 Harold's school rules, Surprises and secrets, Good or bad touches?, Sharing pictures • Y2 What should Harold say?, Playing games, Should I tell?, Fun or not?, How safe would you feel?, Some secrets should never be kept • Y3 Dan's dare, Safe or unsafe?, None of your business!, Raisin challenge (1) • Y4 How dare you!, Islands, Raisin challenge (2), Secret or surprise? • Y5 Is it true?, Ella's diary dilemma, Play, like, share, Taking notice of our feelings, Would you risk it? • Y6 Think before you click!, Acting appropriately, What's the risk? (1), What's the risk? (2), To share or not to share?, Pressure online, It's a puzzle
<p>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.</p>	<p>Wellbeing and Citizenship:</p> <ul style="list-style-type: none"> • R Me and my body - girls and boys, Keeping safe online • Y1 Surprises and secrets, Good or bad touches?, Sharing pictures • Y2 Respecting privacy, Playing games, Should I tell?, My body, your body, Some secrets should never be kept • Y3 Secret or surprise? • Y4 Secret or surprise? • Y5 Ella's diary dilemma, Growing up and changing bodies, Dear Ash • Y6 It's a puzzle, To share or not to share?, What's the risk? (2), Acting appropriately, Dear Ash

<p>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p>	<p>Wellbeing and Citizenship:</p> <ul style="list-style-type: none"> • R Life Stages: Human life stage - who will I be?, Me and my body - girls and boys, Listening to my feelings (1) • Y1 Keeping privates private • Y2 Some secrets should never be kept, Fun or not?, I don't like that! • Y3 Body space • Y4 Secret or surprise?, Islands • Y5 Taking notice of our feelings, Growing up and changing bodies • Y6 To share or not to share?, Pressure online, Making babies, Acting appropriately
<p>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p>	<p>Wellbeing and Citizenship:</p> <ul style="list-style-type: none"> • R People who help to keep me safe • Y1 Surprises and secrets • Y2 Some secrets should never be kept, I don't like that!, What should Harold say? • Y3 None of your business!, Safe or unsafe?, Danger or risk? • Y4 Danger, risk or hazard?, Secret or surprise? • Y5 Play, like, share, Dear Ash, Taking notice of our feelings • Y6 Acting appropriately, Dear Ash, It's a puzzle, Pressure online, What's the risk? (2), Joe's story (part 1)
<p>how to recognise and report feelings of being unsafe or feeling bad about any adult.</p>	<p>Wellbeing and Citizenship:</p> <ul style="list-style-type: none"> • R Keeping safe online, Listening to my feelings (1), What's safe to go onto my body, Who can help me?, Safe indoors and outdoors, People who help to keep me safe • Y1 Good or bad touches?, Who can help? (1), Surprises and secrets, Our feelings, Thinking about feelings • Y2 How safe would you feel?, Fun or not?, Should I tell? • Y3 None of your business!, The Risk Robot, Safe or unsafe? • Y4 Danger, risk or hazard?, Secret or surprise?, Islands • Y5 Taking notice of our feelings, Dear Ash • Y6 Pressure online, Acting appropriately, Dear Ash <p>Science:</p> <ul style="list-style-type: none"> • R To know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family

<p>how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p>	<p>Wellbeing and Citizenship:</p> <ul style="list-style-type: none"> • R Looking after my friends, People who help to keep me safe, Listening to my feelings (1), Same and different, Keeping safe online • Y1 Surprises and secrets, Sharing pictures • Y2 Feeling safe, Playing games • Y3 Raisin challenge (1) • Y4 How dare you!, Who helps us stay healthy and safe? • Y5 Dear Ash • Y6 Making babies, Joe's story (part 1), Behave yourself, Dear Ash, Acting appropriately
<p>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p>	<p>Wellbeing and Citizenship:</p> <ul style="list-style-type: none"> • R Listening to my feelings (1), Me and my body - girls and boys • Y1 Good or bad touches?, Surprises and secrets, Keeping privates private • Y2 Feeling safe • Y4 Safety in numbers, All change!, Secret or surprise?, Who helps us stay healthy and safe? • Y5 Dear Ash, Taking notice of our feelings • Y6 Acting appropriately, Dear Ash, Making babies, To share or not to share?, Is this normal?, Joe's story (part 1), Don't force me
<p>where to get advice e.g. family, school and/or other sources.</p>	<p>Wellbeing and Citizenship:</p> <ul style="list-style-type: none"> • R Who can help me?, People who help to keep me safe • Y1 Good or bad touches?, Surprises and secrets • Y2 Feeling safe • Y3 Helping each other to stay safe • Y4 Who helps us stay healthy and safe? • Y5 Dear Ash, Taking notice of our feelings • Y6 Acting appropriately, Dear Ash, Making babies

Sex Education

The Government guidance is that Sex Education in Primary School is not compulsory. The content set out in the guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in

related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. Therefore, although it is not a requirement to teach about sex education in Primary School, the following objectives are taught in order to prepare children for their understanding of sex and relationships before moving to secondary school:

<p>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p>	<p>Wellbeing and Citizenship:</p> <ul style="list-style-type: none"> • Y3 My changing body • Y4 Preparing for periods (formerly Period positive), My feelings are all over the place!, All change! • Y5 Help! I'm a teenager - get me out of here!, Changing bodies and feelings, Growing up and changing bodies • Y6 Is this normal?, Making babies <p>Science:</p> <ul style="list-style-type: none"> • Y1 To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense e.g. head, neck, arms, elbow, knees, face, ears, eyes, hair etc • Y2 To notice that animals, including humans, have offspring which grow into adults • Y2 To identify different stages of growth e.g. baby, toddler, child, teenager, adult. • Y5 To research the gestation periods of other animals and compare them with humans.
<p>about menstrual wellbeing including the key facts about the menstrual cycle.</p>	<p>Wellbeing and Citizenship:</p> <ul style="list-style-type: none"> • Y3 My changing body • Y4 Preparing for periods (formerly Period positive) • Y5 Growing up and changing bodies • Y6 Is this normal?, Making babies*
<p>understand reproduction</p>	<p>Wellbeing and Citizenship:</p> <ul style="list-style-type: none"> • Y3 My changing body • Y4 Preparing for periods (formerly Period positive) • Y5 Growing up and changing bodies • Y6 Is this normal?, Making babies* <p>Science:</p>

	<ul style="list-style-type: none"> • Y2 To be introduced to the processes of reproduction and growth in animals. <i>NB: (The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.)</i> • Y5 To describe the life process of reproduction in some plants and animals including humans • Y5 To know that reproduction occurs through an egg and a sperm (gametes) joining together. • Y5 To research the gestation periods of other animals and compare them with humans. • Y6 To know how a baby is born* • Y6 To understand the human reproductive system* • Y6 To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
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Where we have chosen as a school to teach aspects of sex education (which go beyond the national curriculum for science), we have set out in our policy and will consult with parents on what is to be covered.

Primary schools that choose to teach sex education must allow parents a right to withdraw their children. Unlike sex education in RSE at secondary, in primary schools, head teachers must comply with a parent's wish to withdraw their child from sex education beyond the national curriculum for science. Parents have the right to withdraw their children only from the objectives coloured in red with an asterisk.

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

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

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

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

To be completed by parents			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

To be completed by the school	
Agreed actions from discussion with parents	