



Cowley St Laurence Primary School Relationships and Sex Education (RSE) Policy

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1 Introduction

Cowley St Laurence CE Primary School is part of the Frays Academy Trust. This policy sets out our approach to the teaching of Relationships and Sex Education. Frays is committed to delivering excellent primary education for children and to enabling them, their families and our staff to flourish and realise their God-given potential.

We are a family of schools dedicated to fostering **excellence in learning through strength in partnership and investment in character.**

At Frays, we believe in the transformative power of education, equally accessible to all regardless of background, culture, or faith. Through exceptional teaching, we equip our pupils with the skills and resilience they need to thrive. Our aim is to foster a love of learning, setting them on a path to become well-rounded, confident young individuals.

2 School Vision and Values

The Church of England's document, 'Valuing All God's Children' states: 'A Church school's vision will be a Christian and inclusive vision, where all members of the school community are afforded a sense of their own dignity and worth and the innate dignity of humankind is cherished. Inclusivity and hospitality will be hallmarks of church schools, where everyone is revered and respected as a member of a community where all are known and loved by God.'

3 Church of England Charter

We undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE).

This is underpinned by the key Biblical passages we have chosen for our school:

"For I know the plans I have for you," declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future". Jeremiah 29:11

Everyone will be treated with dignity as all people are made in the image of God and loved equally by God.

4 Aims

Our aims for the teaching of relationships and sex education are:

- To reflect the school's Church of England Status.
- To reflect and strengthen the school's Christian ethos and culture.
- To include the teachings of the Church of England on marriage and relationships.
- That teaching takes place within a school environment which enables children and adults to flourish.
- To provide a framework in which sensitive discussions can take place.
- To prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- To help our children develop feelings of self-respect, confidence, empathy and self-worth.
- To create a respectful culture around issues of sexuality and relationships.
- To teach pupils the correct vocabulary to describe themselves and their bodies.

- To develop children’s age-appropriate understanding of healthy relationships including respect and consent.
- To safeguard adults and children.
- To ensure RSE meets the requirements of the Equality Act 2010 and the SEND Code of Practice.

5 Legislative and regulatory basis

As a Trust of primary schools, Frays 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. This includes the elements of sex education contained in the science curriculum.

In teaching RSE, we’re required to have regard to [guidance](#) issued by the Secretary of State as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities
- [Keeping Children Safe In Education](#)
- The Department for Education’s [Statutory Guidance on Relationships and sex education and health education](#)
- [The Statutory Inspection of Anglican and Methodist Schools \(SIAMS\)](#)
- [Promoting fundamental British values through SMSC](#)

We also have regard to guidance from the Church of England including [Flourishing for All: Anti-bullying Guidance for Church of England Schools \(2024\)](#).

6 Policy Development

This policy has been developed in consultation with staff, pupils and parents/carers. This has included review by a working group from across the Trust. We consulted parents/carers across the Trust on the policy and consulted pupils our pupil voice processes.

7 Definition of Relationships and Sex Education (RSE)

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

RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

8 Curriculum

Our RSE curriculum is set out as per Appendix 3 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions

outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share any curriculum resources and materials with parents and carers upon request.

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.

9 Delivery of RSE

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

In Frays schools, relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

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

These areas of learning are taught within the context of family life taking care to 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).

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

9.1 Inclusivity

Frays schools will teach about these topics in a manner that:

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

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting

- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats
- Give careful consideration to the level of differentiation needed

9.2 Special educational needs and disability

We ensure the teaching of RSE is inclusive and meets the needs of all pupils, including those with special educational needs and disabilities (SEND). Learning activities will be tailored to ensure that pupils with SEND can access the content.

9.3 Use of resources

Our schools will consider whether any resources they plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

10 Use of external organisations and materials

Across Frays, we will make sure that any agency and any materials used are appropriate and in line with our legal duties around political impartiality.

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

Our schools will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with this policy, the [Teachers' Standards](#), the [Equality Act 2010](#), the [Human Rights Act 1998](#) and the [Education Act 1996](#)
- Only work with external agencies where they have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow usual safeguarding procedures for these people

- Conduct a basic online search and address anything that may be of concern to the school, or to parents and carers
- Check the agency’s protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say “no” or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share any external materials with parents and carers

Our schools **won’t**, under any circumstances:

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

11 Roles and responsibilities

11.1 The Board of Directors

The Frays Board of Directors will approve the RSE policy, and hold headteachers to account for its implementation through the CEO.

11.2 CEO

The CEO will work with headteachers to make sure they implement the policy in their school and report to the Board on any issues with its implementation across Frays.

11.3 Local Governing Bodies

Local governing bodies are responsible for monitoring the implementation of the policy at their school and reporting issues to the Board if they occur. This will take place through the monitoring of school improvement priorities, taking part in Safeguarding Audits and SIAMs inspections, both as a collective and by the Link Governors on their visits to school.

11.4 The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for making sure that resources and materials are shared with parents and carers, and for managing requests to withdraw pupils from some or all of sex education delivered as part of non-statutory RSE (those not outlined in the Science National Curriculum).

11.5 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/carers wish them to be withdrawn from the non-statutory RSE (those not outlined in the Science National Curriculum).

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.

11.6 Pupils

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

12 Parents' right to withdraw

Parents/carers do not have the right to withdraw their children from relationships education or health education including puberty.

Parents/carers do have the right to withdraw their children from non-statutory RSE (those not outlined in the Science National Curriculum).

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher of the school. A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents/carers and take appropriate action.

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

13 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.

14 Monitoring arrangements

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

- Planning and book scrutiny
- Learning walks
- Pupil voice

This policy will be reviewed every three years. At every review, the policy will be approved by Board of Directors.

15 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
- Equality Policy
- Anti-Bullying Policy
- E-safety Policy

Appendix 1 – Parent/carer form: request for withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
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	
Date:	

Appendix 2 – Statutory Guidance: information for parents on teaching in primary schools

This is a section of the [statutory guidance: Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#).

Relationships – by the end of primary school:

<p>Families and people who care for me</p>	<p>Pupils should know:</p> <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 marriage¹ 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.
<p>Caring friendships</p>	<p>Pupils should know:</p> <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.
<p>Respectful relationships</p>	<p>Pupils should know:</p> <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.

¹ Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

Online relationships	<p>Pupils should know:</p> <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	<p>Pupils should know:</p> <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.

Mental and physical health and wellbeing – by the end of primary school:

Mental wellbeing	<p>Pupils should know:</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
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Internet safety and harms	<p>Pupils should know:</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical health and fitness	<p>Pupils should know:</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<p>Pupils should know:</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>Pupils should know:</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none">• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.• about menstrual wellbeing including the key facts about the menstrual cycle.
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Appendix 3 – Cowley St Laurence CE Primary School: RSE curriculum

RSE curriculum: Scarf (Coram Life)

Year 1

Autumn 1 Unit: Me and My Relationships	Autumn 2 Unit: Valuing Difference
<p>Objectives:</p> <p>Children will discuss what makes a good friend, including ways to recognise if they are being treated unkindly. They will look into their own family and what makes it special.</p>	<p>Children will explore how they are different to other people in their class and discuss ways we can be respectful of others.</p> <p>Children will identify their special people and the qualities that their special people have. They will discuss their own family and recognise how families can look different.</p> <p>Children learn what good friends are like. They learn the meaning and difference of the words 'unkind' 'tease' 'bully' and sort situations under these headings.</p>
<p>Key vocabulary: <i>Making up, qualities, strategies, conflict resolution, relationships</i></p>	<p>Key vocabulary: <i>Unkind, tease, bully, difference, similarities, respect, families, special people</i></p>
Spring 1 Unit: Keeping Safe	Spring 2 Unit: Rights and Respect
<p>Objectives:</p> <p>Children will learn ways to recognise if they are feeling unsafe by different feelings. E.g. Butterflies. They will identify people who can help if they feel unsafe.</p> <p>Children recap the PANTS rule, know and name which parts should be kept private and understand they have the right to say no to unwanted touch.</p> <p>Children discuss the importance of internet safety, including how not everyone online tells the truth. They watch this video about friends sharing pictures from a party, when it is spread around the school, they ask their teacher for help. https://www.ceopeducation.co.uk/parents/jessie-and-friends-videos/</p>	<p>Objectives:</p> <p>Children will learn ways to demonstrate responsibility, respect others belongings and being able to take turns and share.</p>
<p>Key vocabulary:</p>	<p>Key vocabulary: <i>Caring, conflict resolution, cooperation, feelings</i></p>

<i>Bottom, buttock, nipples, penis, testicle, vagina, vulva, acceptable, comfortable, unacceptable, uncomfortable. Feelings, online safety</i>	
Summer 1 Unit: Being my best	Summer 2 Unit: Growing and Changing
<p>Objectives: Children learn how to give feedback to others including positive feedback and ways to improve and how this makes them feel.</p> <p>Children learn how their behaviour can affect others, including how negative behaviours can make others feel.</p>	<p>Children learn what babies need and the basic requirements needed to look after a baby e.g. changing, washing, feeding.</p> <p>Children learn strategies to deal with bullying or teasing and who to go to for help.</p> <p>Children discuss differences in them now to when they were a baby, thinking about using the toilet independently. Children talk about why toilets are a private place and what body parts are kept private.</p> <p>Children explain the difference between a secret and a nice surprise, identify situations as being secrets or surprises and identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.</p>
Key vocabulary: <i>Caring, cooperation, feelings, relationships, encouragement, feedback</i>	Key vocabulary: <i>Washing, changing, feeding, growing and changing, caring, secret, surprise, teasing, bullying, penis, vulva, private parts private places</i>

Year 2

Autumn 1 Unit: Me and My Relationships	Autumn 2 Unit: Valuing Difference
<p>Children will identify the difference between the terms 'bullying' and 'teasing' and decide whether certain incidents fit into it.</p> <p>Children will learn strategies to deal with bullying or teasing, emphasising the difference between being unkind and bullying. They learn who to go to for help.</p> <p>Children identify their special people and how they care for each other.</p>	<p>Objectives: Children will explore the differences and similarities between people. They will consider words and phrases they can use to show respect to people.</p> <p>Children learn how their behaviour can affect other people and why we should keep some opinions to ourselves.</p> <p>Children consider their special people and discuss what makes people a family. They learn that all families are different but all are a family including single parent, grandparents, divorced etc, families love one another and care for one another, do not have to live together to be a family).</p> <p>Children talk about acts of kindness and actions that are unkind and ways they can be kind to other people.</p>
<p>Key vocabulary: <i>Bullying, unkind, friendship, good friends, caring, special people</i></p>	<p>Key vocabulary: <i>Similarities, differences, special, conflict, resolution, single parents, divorced, grandparents in parental role, respectful relationships</i></p>

Spring 1 Unit: Keeping Safe	Spring 2 Unit: Rights and Respect
<p>Objectives:</p> <p>Children learn and identify situations that would make them feel unsafe. They consider how they would deal with situations that make them feel unsafe and who they would go to for help. Situations include, ICT use, road safety, cycle and environment safety.</p> <p>They learn the difference between secrets and nice surprises and the importance of not keeping anything to themselves that makes them uncomfortable or afraid.</p> <p>Children recognise that some touches are not fun and can hurt or be upsetting.</p> <p>Children know that they can ask someone to stop touching them. They identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</p> <p>They learn that they share a responsibility for keeping themselves and others safe, when to say, 'Yes', 'No', 'I'll ask' and 'I'll tell', including knowing that they do not need to keep secrets.</p> <p>They judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them. They identify the types of touches they would and would not like.</p>	<p>Objectives:</p> <p>Children discuss how they can get along with others within school and how they can achieve their best but also help others to achieve their best.</p> <p>Children learn about places they feel safe. They think about different situations e.g. crossing a busy road and think about who would be an appropriate person to help them. They will learn how to contact special people e.g. 999. They practice ways of communicating that they need help.</p>
<p>Key vocabulary: <i>safe, unsafe, inappropriate touch (e.g. hugs if someone doesn't like it), kisses, unwanted touch, appropriate touch, consent, safe and unsafe secrets</i></p>	<p>Key vocabulary: <i>Special people. Teamwork, feedback, positive relationships</i></p>

Summer 1 Unit: Being my Best	Summer 2 Unit: Growing and Changing
<p>Objectives:</p> <p>Children will learn what happens in the brain and body when they learn something new.</p> <p>Children will learn how setting goals can help them achieve what they want to accomplish.</p> <p>Children will learn how proper hand hygiene helps prevent the spread of viruses and germs.</p> <p>Children will learn about different ways to care for their bodies and maintain their health.</p> <p>Children will learn to identify and name different internal body parts that aid in turning food into energy.</p>	<p>Objectives:</p> <p>Children learn simple ways of giving positive feedback to others. They identify when feedback is supportive and kind and when it can not be.</p> <p>Children learn how it can feel when someone moves away or when we have to say goodbye to people. Children think about a time they have said goodbye to someone and how it made them feel.</p> <p>Children recap their learning from previous term on the different parts of the body. They look into the difference between a female and male body. They identify the parts of a male and female body that are kept private and they name them using terms penis, vulva, scrotum, nipples. They label the parts on a worksheet.</p> <p>They learn about privacy, what is meant by privacy and their right to keep things private. They learn how they respect others privacy. They focus on privates or private parts, private belongings and private information.</p> <p>Children learn how inappropriate touch can make someone feel and understand that there are unsafe secrets and secrets that are nice surprises. They learn that if someone is being touched in a way that they do not like they have to tell someone in their safety network so they can help it stop.</p>
<p>Key vocabulary: <i>Vaccination, injection, Disease, hygiene, germs</i></p>	<p>Key vocabulary: <i>Nipples, vulva, penis, scrotum, private parts, unsafe, safe secrets, consent, loss, change, moving, privacy, private belongings, private places</i></p>

Year 3

Autumn 1 Unit: Me and My relationships	Autumn 2 Unit: Valuing Difference
<p>Objectives:</p> <p>Children learn how to work collaboratively with others, including effective methods in group tasks and how to work fairly.</p> <p>They learn the qualities of a positive relationship and what qualities would reflect a negative relationship. Children identify qualities of friendships,</p> <p>Suggest reasons why friends sometimes fall out and rehearse and use skills for making up again.</p> <p>Children learn about different ways of solving conflict with others, considering how to compromise and move to a resolution in difficult situations with friends or special people. They learn about opinions and discuss why it is okay to have different opinions than other.</p> <p>Children learn about dares, about when a dare could become dangerous and how to tell if someone feels uncomfortable. They discuss who to go to if a friend dares them to do something they do not like.</p>	<p>Objectives:</p> <p>Children identify different relationships between people. They Discuss what is a family? They look at differences between how families live. E.g. a family with grandparents in parent role, family with single parent, family with mum and dad, blended family with step siblings. Key learning – these are all families. Include adoption, fostering, same sex couples.</p> <p>Children learn different ways to use respectful language and learn how to challenge someone else’s view respectfully. They reflect on how they use listening skills when speaking to others.</p> <p>Children learn that people living in the UK have different origins, they Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds. They identity some of the qualities that people from a diverse range of backgrounds need in order to get on together.</p> <p>Children recognise the factors that make people similar to and different from each other; They recognise that repeated name-calling is a form of bullying, they suggest strategies for dealing with name calling (including talking to a trusted adult).</p> <p>Children will understand and explain some of the reasons why different people are bullied;</p> <p>They explore why people have prejudiced views and understand what this is.</p>
<p>Key vocabulary: <i>Cooperation, collaboration, negotiation, falling out, resolution, dares, peer pressure, conflict</i></p>	<p>Key vocabulary: <i>Relationships, Same sex family, single parent, blended family, adoption, fostering respectful, name calling, bullying, origins, diversity, national, ethnic, regional, religious</i></p>

Spring 1 Unit: Keeping Safe	Spring 2 Unit: Rights and Respect
<p>Objectives:</p> <p>Children will learn situations which are safe or unsafe, identify people who can help if a situation is unsafe and suggest strategies for keeping safe.</p> <p>Children Define the words danger and risk and explain the difference between the two. They demonstrate strategies for dealing with a risky situation.</p> <p>Children will Evaluate the validity of statements relating to online safety, Recognise potential risks associated with browsing online and Give examples of strategies for safe browsing online.</p>	<p>Objectives:</p> <p>Children identify different people who keep them safe in different situations. They suggest ways they can help these people to help keep them safe.</p> <p>Children will Understand the difference between 'fact' and 'opinion'; and Understand how an event can be perceived from different viewpoints;</p>
<p>Key vocabulary: <i>Support networks, safety, respect, danger, risk, online safety, private information</i></p>	<p>Key vocabulary: <i>Fact, opinion, safety, unsafe, trusted adults</i></p>
Summer 1 Unit: Being my Best	Summer 2 Unit: Growing and Changing
<p>Objectives:</p> <p>Children learn how to discuss and debate and empathise with different view points. They learn how working together can help everyone to achieve success.</p> <p>Children learn how to identify their achievements and areas of development, recognise that people may say kind things to help us feel good about ourselves and they explain why some groups of people are not represented as much on television/in the media.</p>	<p>Objectives:</p> <p>Children identify the different type of relationships they have, they recognise ways qualities of relationship are positive and point out any areas that could be negative in a relationship. They talk about what actions would be positive.</p> <p>Children Understand what is meant by the term body space (or personal space), Identify when it is appropriate or inappropriate to allow someone into their body space and Rehearse strategies for when someone is inappropriately in their body space.</p> <p>Children will know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens. They recognise and describe appropriate behaviour online as well as offline. They will identify what constitutes personal information and when it is not appropriate or safe to share this. They understand and explain how to get help in a situation.</p>

<p>Key vocabulary: <i>media influence, achievement, talents, respect, representation, debate, opinion</i></p>	<p>Key vocabulary: <i>Body space, personal space, trusted adults, personal information, negative qualities, positive qualities, friendship, trust, relationships</i></p>
<p>Year 4</p>	
<p>Autumn 1 Unit: Me and My Relationships</p>	<p>Autumn 2 Unit: Valuing Difference</p>
<p>Objectives: Children will explain what is meant by a 'positive, healthy relationship and describe some of the qualities that they admire in others. They will recognise that there are times when they might need to say 'no' to a friend and describe appropriate assertive strategies for saying 'no' to a friend.</p> <p>Children will demonstrate strategies for working on a collaborative task and will define successful qualities of teamwork and collaboration.</p> <p>Children will give examples of strategies to respond to being bullied, including what people can do and say. They will understand and give examples of who or where pressure to behave in an unhealthy, unacceptable, or risky way might come from.</p>	<p>Objectives: Children will define the terms 'negotiation' and 'compromise'. They will understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.</p> <p>Children will understand that they have the right to protect their personal body space, recognise how others' non-verbal signals indicate how they feel when people are close to their body space and suggest people they can talk to if they feel uncomfortable with other people's actions towards them.</p> <p>Children will recognise different types of relationships, including those between acquaintances, friends, relatives, and families. They will discuss how families can be different including same sex marriages e.g. two dads or two mums.</p> <p>Children will list some of the ways that people are different to each other (including differences of race, gender, religion). They will Recognise potential consequences of aggressive behaviour and suggest strategies for dealing with someone who is behaving aggressively.</p> <p>Children will List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs, and festivals) and define the word respect and demonstrate ways of showing respect to others' differences.</p> <p>Children will understand and identify stereotypes, including those promoted in the media.</p>
<p>Key vocabulary: <i>Unkind, teasing, bullying, unacceptable, unhealthy, risky, pressure, assertive, teamwork, respect, negotiating, positive, healthy relationship, excluded, negotiate, assertive, aggressive</i></p>	<p>Key vocabulary: <i>Negotiation, compromise, conflict, body space, same sex marriage, adopted families, fostered family, blended family, step mum, stepdad, race, ethnicity, gender, religious beliefs, customs, festivals, body space, personal space</i></p>

Spring 1 Unit: Keeping Safe	Spring 2 Unit: Rights and Respect
<p>Objectives:</p> <p>Children will Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them, identify situations which are either dangerous, risky or hazardous and suggest simple strategies for managing risk.</p> <p>Children Identify images that are safe/unsafe to share online, they Know and explain strategies for safe online sharing and Understand and explain the implications of sharing images online without consent.</p> <p>Children define what is meant by the word 'dare'; They Identify from given scenarios which are dares and which are not and Suggest strategies for managing dares.</p> <p>Children will Understand that we can be influenced both positively and negatively. They will give examples of some of the consequences of behaving in an unacceptable, unhealthy, or risky way.</p>	<p>Objectives:</p> <p>Children define what is meant by 'being responsible', they describe the various responsibilities of those who help them stay healthy and safe and they suggest ways they can help the people who keep them healthy and safe.</p> <p>Children understand that humans have rights and responsibilities and identify some rights and also responsibilities that come with these.</p> <p>Children will be able to explain the role of the bystander and how it can influence bullying or other anti-social behaviour and recognise that they can play a role in influencing outcomes of situations by their actions.</p>
<p>Key vocabulary: <i>Danger, risk, hazard, safe, unsafe, online, dare, consent, pressure, influence, consequence, stereotype</i></p>	<p>Key vocabulary: <i>Children rights, bullying, passive, bystander, anti-social behaviour, safe, safe adults, trusted adults</i></p>

Summer 1 Unit: Being my best	Summer 2 Unit: Growing and changing
<p>Objectives: Children will recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</p>	<p>Objectives:</p> <p>Describe some of the changes that happen to people during their lives and suggest people who may be able to help them deal with change, including parents splitting up, moving home, change in family circumstances.</p> <p>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret and recognise how different surprises and secrets might make them feel and know who they could ask for help if a secret made them feel uncomfortable or unsafe.</p> <p>Children understand that marriage is a commitment to be entered into freely and not against someone's will, they Recognise that marriage includes same sex and opposite sex partners. They Know the legal age for marriage in England or Scotland and Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.</p>
<p>Key vocabulary: <i>Choices, diversity, respect, differences</i></p>	<p>Key vocabulary: <i>Managing change, splitting, loss, secret, surprise, safe, unsafe, uncomfortable, unsafe, same sex, opposite sex, marriage, civil ceremony, legal age, will, vows, divorce, gay, lesbian, forced marriage</i></p>

Year 5

Autumn 1 Unit: Me and My Relationships	Autumn 2 Unit: Valuing Difference
<p>Objectives: Children will explain what collaboration means and give examples of how they have worked collaboratively. They will describe the attributes needed to work collaboratively.</p> <p>Children will Explain what is meant by the terms negotiation and compromise and describe strategies for resolving difficult issues or situations.</p> <p>Children will demonstrate how to respond to a wide range of feelings in others, give examples of some key qualities of friendship and reflect on their own friendship qualities. Children will identify what things make a relationship unhealthy and identify who they could talk to if they needed help.</p> <p>Children identify characteristics of passive, aggressive and assertive behaviours and understand and rehearse assertiveness skills.</p>	<p>Objectives: Children will identify different couples and know that a family can be made up of different people. This Include same sex marriages.</p> <p>Children will demonstrate respectfulness in responding to others and respond appropriately to others.</p> <p>Children develop an understanding of discrimination and its injustice and describe this using examples and empathise with people who have been, and currently are, subjected to injustice, including through racism. They will consider how discriminatory behaviour can be challenged.</p> <p>Children Identify and describe the different groups that make up their school/wider community/other parts of the UK, they will describe the benefits of living in a diverse society and explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</p> <p>Children will understand that the information we see online, either text or images, is not always true or accurate, recognise that some people post things online about themselves that aren't true and understand and explain the difference between sex, gender identity, gender expression and sexual orientation.</p> <p>Children will recognise that some people can get bullied because of the way they express their gender and give examples of how bullying behaviours can be stopped.</p> <p>Children will identify the consequences of positive and negative behaviour on themselves and others and give examples of how individual/group actions can impact on others in a positive or negative way.</p>
<p>Key vocabulary: <i>Collaborating, attributes, negotiation, compromise, resolution, conflict, friend, considerate, relationships, unhealthy, physical or sexual, abuse verbal abuse, neglected, touching, crush, unhealthy behaviours, passive, aggressive, assertive</i></p>	<p>Key vocabulary: <i>Blended family, same sex family, adopted family, fostered family, differences, respects, tolerance, communication, diverse, society, mutual respect, discrimination, injustice, racism, stereotype, gender identity, gender expression, sexual orientation, homosexual, gay, lesbian, bisexual, pansexual, non – binary, prejudice, bullying</i></p>

Spring 1 Unit: Keeping Safe	Spring 2 Unit: Rights and Respect
<p>Objectives: Children will recognise which situations are risky, explore and share their views about decision making when faced with a risky situation and suggest what someone should do when faced with a risky situation.</p> <p>Children will demonstrate strategies to deal with both face-to-face and online bullying, demonstrate strategies and skills for supporting others who are bullied and recognise and describe the difference between online and face-to-face bullying.</p> <p>Children will consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private. They will recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face. They will know how to protect personal information online and recognise disrespectful behaviour online and know how to respond to it.</p> <p>Children will define what is meant by a dare, explain why someone might give a dare and suggest ways of standing up to someone who gives a dare.</p>	<p>Objectives: Children will understand the difference between a fact and an opinion, understand what biased reporting is and the need to think critically about things we read.</p>
<p>Key vocabulary: <i>Bullying, unfriendly, cyberbullying, abusive, internet safety, privacy, decision making, relationships, personal information, risk, dares</i></p>	<p>Key vocabulary: <i>Fact, opinion, biased, unbiased</i></p>

Summer 1 Unit: Being my best	Summer 2 Unit: Growing and Changing
<p>Objectives:</p> <p>Children will recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life.</p> <p>Children will identify people who are responsible for helping them stay healthy and safe and identify ways that they can help these people.</p>	<p>Objectives:</p> <p>Children will identify people who can be trusted, understand what kinds of touch are acceptable or unacceptable and describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.</p> <p>Children will explain how someone might feel when they are separated from someone or something they like and suggest ways to help someone who is separated from someone or something they like.</p> <p>Children explain the difference between a safe and an unsafe secret, identify situations where someone might need to break confidence in order to keep someone safe.</p> <p>Children discuss how puberty can lead to mood swings; they talk about how conflict can happen during this time and ways to resolve it and cope with changing emotions.</p>
<p>Key vocabulary: <i>Body image, self-esteem, media influence, responsibility, safety,</i></p>	<p>Key vocabulary: <i>Trust, consent, unsafe, safe, trusted adult, uncomfortable, PANTS, separation, foster families, foster mother, loss, change, puberty, hormones, period products, hair growth, breasts, vagina, genitalia, penis, testes, semen, erections, wet dream menstruation, female and male external and internal parts, safe, unsafe secret, mood swings, changing emotions</i></p>

Year 6

Autumn 1 Unit: Me and My Relationships	Autumn 2 Unit: Valuing Difference
<p>Objectives:</p> <p>Children demonstrate a collaborative approach to a task and describe and implement the skills needed to do this.</p> <p>Children will explain what is meant by the terms 'negotiation' and 'compromise', suggest positive strategies for negotiating and compromising within a collaborative task and demonstrate positive strategies for negotiating and compromising within a collaborative task.</p> <p>Children recognise some of the challenges that arise from friendships, suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.</p> <p>Children will list some assertive behaviours, recognise peer influence and pressure and demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.</p> <p>Children will recognise and empathise with patterns of behaviour in peer-group dynamics and suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.</p> <p>Children will describe ways in which people show their commitment to each other, know the ages at which a person can marry, depending on whether their parents agree and understand that everyone has the right to be free to choose who and whether to marry.</p>	<p>Objectives:</p> <p>Children recognise that bullying and discriminatory behaviour can result from disrespect of people's differences and suggest strategies for dealing with bullying, as a bystander. They describe positive attributes of their peers.</p> <p>Children recap on adoptive families and foster families to discuss different types of families and what might be said about a family that is different. Why is that not okay? Look at what protected characteristics are and the importance of respecting those different from you.</p> <p>Children will know that all people are unique but that we have far more in common with each other than what is different about us, they consider how a bystander can respond to someone being rude, offensive or bullying someone else and demonstrate ways of offering support to someone who has been bullied.</p> <p>Children will understand and explain the term prejudice, identify and describe the different groups that make up their school/wider community/other parts of the UK. They describe the benefits of living in a diverse society and explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</p> <p>Children will Explain the difference between a friend and an acquaintance, describe qualities of a strong, positive friendship and describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).</p> <p>Children will define what is meant by the term stereotype, recognise how the media can sometimes reinforce gender stereotypes, recognise that people fall into a wide range of what is seen as normal and challenge stereotypical gender portrayals of people.</p>

<p>Children recognise that some types of physical contact can produce strong negative feelings and know that some inappropriate touch is also illegal.</p> <p>Children will identify strategies for keeping personal information safe online and describe safe and respectful behaviours when using communication technology.</p>	
<p>Key vocabulary: <i>negotiating, compromising, collaboration, friendship, conflict, assertive, respect, peer influence, peer pressure, peer group, same sex marriage, arranged marriage, forced marriage, romantic relationships, appropriate touch, inappropriate touch, illegal, online safety.</i></p>	<p>Key vocabulary: <i>bullied, bullies, bystander, equality, adoptive families, foster families, protected characteristics, sexual orientation, gay, lesbian, stereotypes, prejudice, identity, diverse, faiths, beliefs, respect,</i></p>

<p>Spring 1 Unit: Keeping Safe</p>	<p>Spring 2 Unit: Rights and Respect</p>
<p>Objectives: Children will accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face and understand and describe the ease with which something posted online can spread.</p> <p>Children will identify strategies for keeping personal information safe online and describe safe behaviours when using communication technology.</p> <p>Children will know that it is illegal to create and share sexual images of children under 18 years old, explore the risks of sharing photos and films of themselves with other people directly or online and know how to keep their information private online.</p>	<p>Objectives: Children know the legal age (and reason behind these) for having a social media account, understand why people don't tell the truth and often post only the good bits about themselves, online and recognise that people's lives are much more balanced in real life, with positives and negatives.</p> <p>Children will define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them.</p>
<p>Key vocabulary: <i>online safety, face to face, gossip, information spreading, bullying, trolling, genitals, sexual images, sexting, trusted adults, privacy.</i></p>	<p>Key vocabulary: <i>Misleading, social media, private, privacy, factual, accurate, fact, opinion, biased, unbiased, differences</i></p>

Summer 1 Unit: Being my best	Summer 2 Unit: Growing and Changing
<p>Objectives:</p> <p>Children identify risk factors in a given situation, understand and explain the outcomes of risk-taking in a given situation, including emotional risks.</p> <p>Children recognise what risk is, explain how a risk can be reduced, understand risks related to growing up and explain the need to be aware of these and assess a risk to help keep themselves safe. Children discuss risks related to relationships e.g. meeting someone online.</p>	<p>Objectives:</p> <p>Children will recognise some of the changes they have experienced and their emotional responses to those changes, suggest positive strategies for dealing with change and identify people who can support someone who is dealing with a challenging time of change.</p> <p>Children define what is meant by the term stereotype, recognise how the media can sometimes reinforce gender stereotypes. They recognise that people fall into a wide range of what is seen as normal and challenge stereotypical gender portrayals of people.</p> <p>Children will understand the risks of sharing images online and how these are hard to control, once shared, understand that people can feel pressured to behave in a certain way because of the influence of the peer group and Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.</p> <p>Children will define the word 'puberty' giving examples of some of the physical and emotional changes associated with it, suggest strategies that would help someone who felt challenged by the changes in puberty.</p> <p>Children will identify the changes that happen through puberty to allow sexual reproduction to occur, know a variety of ways in which the sperm can fertilise the egg to create a baby and know the legal age of consent and what it means.</p> <p>Children will understand what FGM is and that it is an illegal practice in this country and know where someone could get support if they were concerned about their own or another person's safety.</p>
<p>Key vocabulary: <i>Risk, danger, relationships, sex</i></p>	<p>Key vocabulary: <i>Changes, splitting, moving, stereotype, media manipulation, misrepresented, transgender, pressure, photo sharing, false identity online, photoshop, puberty, reproduction, fgm, vulva, sperm, egg, ovaries, testicles, sexual intercourse, sexual contact, medicine</i></p>

