

Old Clee Primary Academy

'Inspired to Believe, Learning to Succeed'

Relationship and Sex Education Policy



Approved by: Head Teacher

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1. Aims

The below policy covers our academy's approach to Relationships and Sex Education (RSE). The policy will be made available through the Old Clee Primary Academy website, or if requested, a paper copy can be made available at the school office. At Old Clee Primary Academy, we are not only committed for children to be 'inspired to believe, learning to succeed' but also, we are committed to promote a safe and healthy lifestyle for life whilst at Old Clee, but also for life after Old Clee too- the children are at the centre of everything we do!

The teaching and learning of Relationship and Sex Education is a part of our carefully planned approach of Personal Development which embeds and encompasses not only RSE itself, but the 'PSHCE' and 'SMSC' elements too. Effective Relationship and Sex Education needs to be taught in a trusted and responsible environment, where the children can discuss sensitive issues without being judged, embarrassed and humiliated. As an academy, this is something that we pride ourselves in and hold extremely high in our daily teaching, expectations and standards.

The aims of Relationship and Sex Education at our school are to:

- Provide a framework in which sensitive discussions can take place within a safe and trusting environment;
- Prepare pupils for puberty, and give them an understanding of sexual development alongside the importance of health and hygiene;
- Help pupils develop feelings of empathy, confidence, self-respect and understanding of themselves and others;
- Create a positive culture around relationships and growing up;
- Teach pupils the correct vocabulary and language to describe themselves and their bodies;
- Teach pupils to be compassionate, understanding and tolerant of other children's thoughts and feelings;
- Assist all children in personal growth and self-esteem.

2. Statutory Requirements

The Relationship Education, Relationship and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 Children and Social Work Act 2017 make Relationship Education compulsory for all pupils receiving primary education in England.

At Old Clee Primary Academy we follow the statutory requirements and use resources suggested by the P.S.H.E association. In our SUPERB curriculum we promote Self-awareness, celebrate being everyone's Uniqueness and Problem solving capabilities whilst encouraging our children to be Empathetic, Responsible and Benevolent to others.

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

Taken from the statutory guidance – Relationship education (Primary) 13 September 2021

To access further information on the governments statutory guidance on Relationships and Sex Education please follow this link.

https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships_Education_on_RSE_and_Health_Education.pdf

3. Definition

Here at Old Clee Primary Academy, we teach Relationship and Sex Education that is in addition to what is covered within the Science curriculum. The primary scheme of work that we undertake, during the summer term, is by the 'Big Talk Education- Growing Up Safe (GUS) Programme'. This programme is delivered by a specialist team of facilitators and educators.

It is a spiral curriculum therefore pupils will see the same topic areas throughout their learning. Consequently, the topics included for Nursery and KS1 are included right up until year 6 but have been developed to progress the pupil's understanding and build upon previous knowledge.

The appendix 1 shows the curriculum, as it relates to the topic areas included within the Department for Education's RSE guidance 2019, by the school years in which it is introduced. Please note that the statutory RSE guidance states that children must know each of the elements of the curriculum by the time they leave primary school at the end of year 6, for this reason we repeat the Growing Up Safe programme each year. We employ highly trained facilitators from Big Talk Education to reinforce some topic areas once annually (for example reproduction) as they have specialist knowledge in how to answer children's questions about reproduction, puberty etc. in an age-appropriate manner. Class teachers always play a supportive role during these sessions as they know our children best.

What themes / topic areas are covered?

- Families and carers
- Caring friendships
- Respectful friendships
- Being Safe
- National Curriculum for Science
- Online relationships
- Internet Safety and harms (Health Education)
- Changing adolescent body (Health Education year 4)
- Reproduction (year 4)
- In years 5 and 6 all areas are reinforced and supported by pupil led learning.

4. Delivery of Relationship and Sex Education

Our Personal Development curriculum is adapted from the PSHCE Association and incorporates the SMSC attributes (Spiritual, Moral, Social and Cultural). Our curriculum map and objectives gradually expand and enrich key concepts, increases knowledge, deepens understandings, and rehearses and develops key skills through a metacognitive and spiralise approach, which also embeds a retrieval practice perspective. Our SUPERB citizen approach, enables all pupils, throughout their time at Old Clee Primary Academy, to become children with vital lifelong learning approaches to assist them in at Old Clee Primary Academy and later years after Old Clee. Because of this, we wanted the aim of the Relationship and Sex Education to mirror the same priorities and aspects - all benefitting the children for a knowledgeable and happier future.

Our SUPERB citizen, alongside the 'Big Talk Education- Growing Up Safe Programme', does not only ensure that the statutory objectives are being taught within the academy, but also combines them with additional PSHCE objectives (from the PSHCE association). This ensures that our children, across all year groups, are given the tools to become, lifelong learners and acquire personal skills and attributes to help them in their future.

For more information about our Personal Development Curriculum (SUPERB citizen) including overviews and learning objectives, please see a sample of our curriculum overview in Appendix 2.

As part of our SUPERB citizen and Relationship and Sex Education curriculum, pupils will be taught about the nature and importance of marriage for family life and bringing up children. They also need to understand that there are strong and mutually supportive relationships outside of marriage. We ensure that no stigma is placed on children based on their home circumstances. We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. We hope and aim to prevent and remove prejudice. Relationship and Sex education should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We will work towards this aim in partnership with parents and carers.

Here at Old Clee Primary Academy, we carry out the main aspects of the Relationships Education in our Personal Development and SUPERB citizen lessons (**see Appendix 2**), however throughout other lessons within the academy, elements of Sex and Relationship Education do interlink:

Religious Education- Children reflect on family relationships of different religions, different family groups and friendship. Children also reflect and learn about rituals and traditions associated with birth, marriage and death of a range of religions. (These are spirialised throughout Old Clee Primary Academy)

Science- Children reflect on, and learn about the life cycle of humans and animals including reproduction in year 6.

Physical Education (PE)- Children reflect on, and learn about healthy lifestyles and the importance of exercise.

5. Roles and Responsibilities

5.1 The Governing Body

The governing body has delegated the approval of this policy to the Children and Learning Committee.

5.2 The Headteacher

The headteacher is responsible for ensuring that Relationship and Sex Education (RSE) is taught consistently, responsibly and effectively across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

The Headteacher also:

- Ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity, care and responsibility.
- Monitors this policy on a regular basis and report to governors on the effectiveness of the policy.

5.3 Personal Development Team

The role of the Personal Development Lead is to ensure all staff, alongside the head teacher, are up to date and equipped with the relevant knowledge and resources in order to deliver an effective Relationship and Sex Education. The lead will monitor that RSE is being taught as outlined in this policy, that parents/carers are informed prior to lessons and that staff will assess the understanding and learning shown by the pupils.

5.4 Staff

All staff are responsible for:

- Delivering and supporting the delivery of Relationship and Sex Education in a sensitive way;
- Modelling positive attitudes towards Relationship and Sex Education;
- Monitoring progress and understanding;
- Responding to the needs of individual pupils with sensitivity, care and responsibility;
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of Relationship and Sex Education.

At Old Clee Primary Academy, the class teachers are responsible for teaching Relationship Education and support the delivery of the Growing Up Safe curriculum. Through consultation with Big Talk Education, Teachers will reply to, discuss and answer children's questions sensitively, openly and responsibly. Information and teaching that is shared with the children will be balanced and will take into account the different faiths' view and avoid any negative impressions or views. Class teachers will need to answer questions that arise through the direct teaching, as well as those that may be asked at other times during the school day. All questions asked, will be handled and answered with sensitivity and set with a general and appropriate context.

At Old Clee Primary Academy, staff will be expected to teach all aspects of Relationship and Sex Education, and this is a compulsory requirement of our staff. Any staff members who have any concerns about teaching Sex and Relationship Education are encouraged to discuss these with the Head teacher or the Senior Leadership Team.

Furthermore, questions which teachers feel unsure or uncertain about answering should be discussed with the senior leadership team (SLT) and answered for support. Consideration should be given to any religious and cultural factors, and to parents' wishes before any questions are answered or given.

5.5 Pupils

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

5.6 Parents

At Old Clee Primary Academy, we are well aware that the primary role in children's Relationship and Sex Education journey lies with the parents, guardians and carers. We pride ourselves with the positive and supporting relationship that we have with our children's parents, guardians and carers, so we understand that a mutual understanding, trust and cooperation is needed when teaching and promoting the Sex and Relationship Education curriculum and learning.

In promoting the Sex and Relationship Education objectives we will:

- Inform parents, guardians and carers about the Sex and Relationship Education policy, practises and teaching; this will include informing or alerting parents, guardians and carers by a letter before beginning the teaching of the Sex and Relationship Education units and objectives.
- Answers any questions that have been asked by parents, guardians and carers about the Relationship and Sex Education that their child will be undertaking- this includes an opportunity for parents, guardians and carers to view the content and resources that will be used in lessons and learning activities.
- Listen to, act on and take seriously any issues that the parents, guardians or carers raise with class teachers, senior leadership team or governors about this policy or any of the arrangements for Relationship and Sex Education in the academy.

- Parents, guardians and carers have the right to withdraw their child or children from the non-statutory components of sex education within the Sex and Relationship Education units, curriculum and learning. However, as an academy, we express the importance of SRE, and by working in partnership with parents, they recognise the positive impact Sex and Relationship Education will have on aspects of their child/ children's education.

6. Parents Right to Withdraw

Parents, guardians and carers do not have the right to withdraw their children from Sex and Relationship Education. Parents, guardians and carers do have the right to withdraw their children from the non-statutory components of the Sex Education with the Relationship and Sex Education curriculum.

7. Training

Staff are fully trained on the delivery of Sex and Relationship Education supported by 'Big Talk Education' and it is included in our continuous professional development calendar.

The Head teacher and the Personal Development lead will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to the staff whom are teaching Relationship and Sex Education.

8. Confidentiality

Here at Old Clee Primary Academy, we aim to ensure that pupil's best interests are maintained and try to encourage pupils to talk to their teachers, parents and carers to provide support regarding all learnings, including Relationship and Sex Education.

All teachers will teach Relationship and Sex Education in a responsible and sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter extremely seriously and deal with it as outlined in the Child Protection and Safeguarding Policy.

Furthermore, teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or exploitation. If any staff or teachers have concerns, they will draw these to the attention of the designated person responsible for child protection (safeguarding), a member of the senior leadership team, or the head teacher as a matter of urgency.

Disclosure of female genital mutilation must be reported to the police (either by the teacher to whom it is disclosed or by the DSL).

9. Special Educational Needs

Pupils with special educational needs will be given the opportunity to fully participate in Sexual and Relationship Education lessons, and teachers will respond to the individual needs of those select pupils.

10. Equal Opportunities

Relationship and Sex Education will be given to ensure quality of access for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

11. Complaints Procedure

Any complaints or concerns about the Relationship and Sex Education programme and curriculum should be made to the senior leadership in the first instance. Parents can choose to follow the Old Clee Primary Academy complaints procedure if they feel things are not resolved.

12. Monitoring Arrangements

The Personal Development Team will monitor Relationship and Sex Education following the delivery of these sessions in each year group. This is usually in the summer term, but will be taught when it best fits the cohort in terms of the topic being studied or if the need arises at another point of the year. However, parents, guardians and careers will always be informed with plenty of notice.

The progress of children within Relationship and Sex Education, will be monitored through a variety of different ways: learning walks, book looks and discussion with the classroom teachers.

Please see below a useful document produced by the government, which provides answers to frequently asked questions: <https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>

Appendix 1: Big Talk Curriculum – Growing Up Safe

Growing Up Safe Curriculum		
Year Groups	Topic Area	New Content Introduced at Level
Nursery	Families and carers.	Families are important for children growing up because they can give love, security and stability. ±
		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	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	The conventions of courtesy and manners. ±
		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. ±
	Being Safe	What sorts of boundaries are appropriate in friendships with peers and others. ±
		That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. ±
		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. ±	
Nat Curric for Science	Teaching about the main external body parts. ‡	

Growing Up Safe Curriculum		
Year Groups	Topic Area	New Content Introduced at Level
Foundation/ Reception Year 1	Families and carers.	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. ±
	Caring Friendships	How important friendships are in making us feel happy and secure, and how people choose and make friends. ±
		Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. ±
	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. ±	

	Respectful Relationships	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. ±
		The importance of self-respect and how this links to their own happiness ±
		Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. ±
		The importance of permission-seeking and giving in relationships with friends, peers and adults. ±
	Online Relationships	That people sometimes behave differently online, including pretending to be someone they're not. ±
		The rules and principles of keeping safe online, how to recognise risks, harmful content and contact, and how to report them. ±
	Being Safe	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. ±
		About the law and consequences relating to content on and offline, including films, games, DVDs, TV programmes and pornography.
		The impact of viewing harmful content.

Growing Up Safe Curriculum		
Year Groups	Topic Area	New Content Introduced at Level
Year 2 Year 3	Families and carers.	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. ±
	Caring Friendships	The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties. ±
	Respectful Relationships	Practical steps they can take in a range of different contexts to improve or support respectful relationships. ±
		That some children may feel different on the inside to how they look on the outside and that if that happened to them who they should tell.
		What a stereotype is, and how stereotypes can be unfair, negative or destructive. ±
	Online Relationships	That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for others online including when we are anonymous. ±

		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. ±
	Internet Safety & Harms (Health Education)	Why social media, some computer games and online gaming, for example, have age restrictions. ±
	Being Safe	How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. ±
		About the law and consequences relating to content on and offline, including films, games, DVDs, TV programmes and pornography.

Growing Up Safe Curriculum		
Year Groups	Topic Area	New Content Introduced at Level
Year 4	Families and carers.	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 marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. ±
	National Curriculum for Science	Teaching about changes to the human body as it grows from birth to old age including puberty. ‡
	Changing Adolescent Body (Health Education)	Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. ±
	Reproduction	About the structure and function of the male and female reproductive systems, that women have ovum and men produce sperm, when these combine a baby can be made, this is called 'sex', information on gestation and birth. †
BUILDING ON PREVIOUS LEARNING PLUS INCLUSION OF CONTENT BELOW		
Year 5 Year 6	All areas	Reinforcement and pupil led learning.

January 2020 **Key**

± Included in 2019 Guidance for Primary (Statutory)

† Included in 2019 Guidance for Primary (Optional)

‡ Included in the national curriculum for Science in KS1/KS2

Appendix 2: Sample Curriculum map including each year groups overviews EYFS - Year 2

	Autumn 2 Wk1	Autumn 2 Wk2	Autumn 2 Wk 3	Autumn 2 Wk 4	Autumn 2 Wk 5	Autumn 2 Wk 6
	<p>Self Aware child – British values</p> <p>Democracy -we all have a say</p> <p>Tolerance – together we are one community who care respect and understand one another.</p> <p>Mutual respect – We respect others and expect them to show us respect.</p> <p>Individual liberty-We know our human rights and exercise these in school life and beyond.</p>	<p>Unique child – British values</p> <p>Mutual respect – We respect others and expect them to show us respect.</p> <p>Tolerance – together we are one community who care respect and understand one another.</p> <p>Democracy -we all have a say</p>	<p>Problem solving child –British Values</p> <p>Rule of law – We respect the rules of school and laws in society.</p> <p>Mutual respect – We respect others and expect them to show us respect.</p> <p>Individual liberty-We know our human rights and exercise these in school life and beyond.</p> <p>Democracy -we all have a say</p>	<p>Empathetic child – British Values</p> <p>Mutual respect – We respect others and expect them to show us respect.</p> <p>Tolerance – together we are one community who care respect and understand one another.</p>	<p>Responsible child – British Values</p> <p>Rule of law – We respect the rules of school and laws in society.</p> <p>Mutual respect – We respect others and expect them to show us respect.</p> <p>Individual liberty-We know our human rights and exercise these in school life and beyond.</p> <p>Democracy -we all have a say</p>	<p>Benevolent child- British Values</p> <p>Rule of law – We respect the rules of school and laws in society.</p> <p>Tolerance – together we are one community who care respect and understand one another.</p>
EYFS	<p>Can talk about their school environment.</p> <p>MS Adhere to any new rules explaining their reasons, know right from wrong and try to behave accordingly.</p> <p>SP Knows who to ask for help if they are feeling worried or confused. MH</p> <p>SP Can introduce themselves.</p> <p>SP Can say what they like.</p> <p>LAU -Listen carefully to adults and other children.</p> <p>MS Can be resilient and confident. MH</p> <p>MS -Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding healthy food choices.</p> <p>BR work and play cooperatively and take turns with others.</p>	<p>SP Can say what they like, dislike and what they are good at. MH</p> <p>LAU Listen carefully to adults and other children.</p> <p>PSED Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. PC MH</p> <p>SP Hold a short conversation with others. Ask questions to clarify instructions or meaning.</p> <p>SP Talk in full sentences.</p> <p>MS be confident to try new activities. MH</p> <p>MS Can be resilient and confident. MH</p>	<p>LAU Listen carefully to adults and other children.</p> <p>PSED Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. PC MH</p> <p>SP Offer explanations of why things might happen. Set and work towards simple goals.</p> <p>MS Can be resilient and confident. MH</p> <p>SR Control immediate impulses when appropriate. Ask questions to clarify instructions or meaning. Follow instructions.</p> <p>MS Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding healthy food choices. MH</p> <p>SP Talk in full sentences.</p>	<p>SP Express their ideas and feelings about their experiences using full sentences. MH</p> <p>SR Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. PC MH</p> <p>BR Shows sensitivity to others MH</p> <p>LAU Listen carefully to adults and other children.</p> <p>SP Offer explanations of why things might happen.</p> <p>LAU Ask questions to clarify instructions or meaning.</p> <p>SP Talk in full sentences.</p>	<p>LAU Listen carefully to adults and other children.</p> <p>SP Offer explanations of why things might happen.</p> <p>SR Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. PC MH</p> <p>LAU Ask questions to clarify instructions or meaning.</p> <p>SP Express their ideas and feelings about their experiences using full sentences. MH</p> <p>MS Can be resilient and confident. MH</p> <p>SR Set and work towards simple goals. Follow instructions.</p> <p>SR Control immediate impulses when appropriate.</p> <p>SP Talk in full sentences.</p>	<p>LAU Listen carefully to adults and other children.</p> <p>SP Offer explanations of why things might happen.</p> <p>SR Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. PC MH</p> <p>SP Ask questions to clarify instructions or meaning.</p> <p>SP Express their ideas and feelings about their experiences using full sentences.</p> <p>BR Shows sensitivity to others. Forms positive attachments to adults and friendships with peers. PC MH</p>

Year 1	<p>Can Identify what their preferred learning style might be. Explore what they like about learning.</p> <p>Identify their favourite lessons</p> <p>Explore how they like to learn.</p> <p>Understand what a growth mindset is and know the importance of resilience MH</p>	<p>Say how their personal features or qualities are unique to them. PC</p>	<p>Know that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people</p> <p>who can help them in different places and situations; MH how to attract someone's attention or ask for help; what to say MH</p>	<p>Learn about how to recognise when they or someone else feels lonely and what to do MH</p>	<p>Learn about things they can do to help look after their environment</p> <p>Know about the different groups they belong to.</p>	<p>Know about how people make friends and what makes a good friendship PC MH</p> <p>about how to recognise when they or someone else feels lonely and what to do</p> <p>MH</p>
Year 2	<p>that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest. MH</p> <p>About growing and changing from young to old and how people's needs change.</p>	<p>how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group). MH</p> <p>how feelings MH can affect people in their bodies and their behavior.</p>	<p>Knows how rules and restrictions help to keep them safe online) MH</p>	<p>simple strategies to MH resolve arguments between friends positively</p> <p>How to ask for help if a friendship is making them unhappy. MH</p>	<p>that everyone has different strengths MH</p> <p>about the different groups they belong to</p>	<p>H11. about different feelings that humans can experience</p> <p>H14. how to recognise what others might be feeling MH</p>

Appendix 2: Sample Curriculum map including each year groups overviews Year 3 to Year 6

	Autumn 2 Wk1	Autumn 2 Wk2	Autumn 2 Wk 3	Autumn 2 Wk 4	Autumn 2 Wk 5	Autumn 2 Wk 6
	<p>Self Aware child – British values Democracy -we all have a say Tolerance – together we are one community who care respect and understand one another. Mutual respect – We respect others and expect them to show us respect. Individual liberty-We know our human rights and exercise these in school life and beyond.</p>	<p>Unique child – British values Mutual respect – We respect others and expect them to show us respect. Tolerance – together we are one community who care respect and understand one another. Democracy -we all have a say</p>	<p>Problem solving child –British Values Rule of law – We respect the rules of school and laws in society. Mutual respect – We respect others and expect them to show us respect. Individual liberty-We know our human rights and exercise these in school life and beyond. Democracy -we all have a say</p>	<p>Empathetic child – British Values Mutual respect – We respect others and expect them to show us respect. Tolerance – together we are one community who care respect and understand one another.</p>	<p>Responsible child – British Values Rule of law – We respect the rules of school and laws in society. Mutual respect – We respect others and expect them to show us respect. Individual liberty-We know our human rights and exercise these in school life and beyond. Democracy -we all have a say</p>	<p>Benevolent child- British Values Rule of law – We respect the rules of school and laws in society. Tolerance – together we are one community who care respect and understand one another.</p>
Year 3	<p>To know about the safe use of medicines and household products. To know about different types of every day drugs and how they can affect long term health. MH</p>	<p>how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays. PC MH</p>	<p>that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable MH how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) MH</p>	<p>what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships PC MH</p>	<p>about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities PC</p>	<p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing. PC MH R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships. PC MH</p>

Year 4	To understand how relationships are built and maintained. PC MH	about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing PC MH	how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about)	to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face. MH	ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)	R34 how to discuss and debate topical issues, respect other's points of view and constructively challenge those they disagree with. PC MH
Year 5	how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing MH	that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) PC	that if someone has experienced a head injury, they should not be moved	strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others PC MH	about the different ways to pay for things and the choices people have about this to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'	R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); PC MH R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns MH R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online PC MH
Year 6	how mental and physical health are linked. MH how positive friendships and being involved in activities such as clubs and community groups support wellbeing. PC MH	That being organised is part of being independent. That trust plays an important part in independence.	that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions PC MH how text and images can be manipulated or invented; strategies to recognise this.	that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different PC MH	about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities PC about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes about prejudice; how to recognise MH	R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others PC MH

					behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced PC	
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Appendix 3:

Parent form: withdrawal from Sex Education with SRE

TO BE COMPLETED BY PARENT, GUARDIAN OR CARER			
Name of child		Class	
Name of parent		Date	
Reasons for withdrawing from sex education with Sex and Relationship Education:			
Any other information you would like the school to consider:			
Parent Signature:			

Ratification

Date ratified by the Head Teacher: March 2025

Date of last review: March 2025

Next review date: Spring 2026

Signed by Head Teacher: Miss D Richarson

Date: 31st March 2025

