



**PERSONAL, SOCIAL, HEALTH AND
ECONOMIC EDUCATION (PSHE)**

AND

RELATIONSHIPS AND SEX (RSE)

EDUCATION POLICY

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Rationale and Ethos

We aim to educate our children to the highest possible standard in an inclusive school that is rooted in our local community and values and which celebrates their diverse backgrounds and talents.

At LPS personal, social, health and economic education (PSHE) is an embedded part of our broad, balanced curriculum. It is a planned programme of learning through which children acquire the knowledge, understanding and skills they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. As part of our whole school approach, PSHE develops the qualities and attributes that children need to manage opportunities, challenges and responsibilities as they grow up, enabling them to thrive as individuals, family members and members of society. By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, our PSHE programme can tackle barriers to learning and raise aspirations for our pupils. Our programme aims to assist children and young people prepare for adult life by supporting them through their physical, emotional and moral development, and helping them to understand themselves, respect others and form and sustain healthy relationships.

Our Vision and Aims

Our vision is to be a place of great love and great learning, built upon our values of respect, helpfulness, generosity and co-operation, where everyone thrives on encouragement, support and challenge in a stimulating, happy, nurturing and safe environment. We aim to be a vibrant school, where expectations are high and where effort and excellence are celebrated.

As part of this vision, we aim to deliver a high-quality Personal, Social, Health & Economic (PSHE) & Relationship, Sex and Health Education (RSHE) through the 'My Life' scheme. We will deliver accurate, relevant and age-appropriate information about **Relationships** – one of the core strands of PSHE and Citizenship. This will ensure that our children may achieve their full potential and leave our school prepared for the demands of society in their future.

We aim to teach children about PSHE and RSHE in an engaging, meaningful and age-appropriate manner through a carefully considered spiral curriculum of both content and skills, which takes into account the emotional, physical and social maturity of our children. We very strongly believe that the education we provide should reflect both the universal needs shared by all pupils as well as the specific needs of individual pupils in our particular school. As such, the **Sex and Relationship Education** strand of our PSHE curriculum has been carefully considered and is constantly being reviewed so that it is inclusive and meets the needs of each and every one our children, including those with special educational needs or disabilities (**SEND**).

Teachers make PSHE and RSHE Education lessons engaging, interesting and fun through a variety of teaching methods and interactive activities. Some of these include: role-play; use of learning partners/ small group work; whole class teaching; enquiry tasks; research activities; independent learning and discussion groups; use of appropriate film clips, books and websites; matching games; problem-solving and challenge activities.

What is PSHE and RSHE Education?

From September 2020, the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make **Relationships Education** and **Health education compulsory** for all pupils receiving primary education. **Relationships education** involves learning about the many strands of relationships and growing up. This includes: family relationships; friendships and relationships with peers and adults; healthy and unhealthy relationships; staying safe; the characteristics of positive relationships; relationships online and the emotional, social and physical aspects of growing up. At LPS we take the approach that Relationships and Sex Education are best approached in an integrated way. For example, when teaching about how a baby is born we will also discuss the care that families give to babies.

Relationships and sex Education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and wellbeing. **Health Education** includes basic first aid, mental wellbeing, physical health and fitness, hygiene and puberty.

At Leominster Primary School we believe that **PSHE** and **RSHE** equips our children with the understanding, knowledge and skills they will need to succeed and thrive. Teaching about relationships enables our pupils to safely negotiate making new friendships, recognise potential threats to their wellbeing and develop meaningful relationships with others throughout their lives and know how to keep themselves safe and healthy. We also believe that a complete PSHE programme is important to ensure that pupils have a well-rounded and rich curriculum, which covers a range of life skills and social education, despite not being a statutory requirement. This part of the curriculum involves, for example, learning about being part of a community, the role money plays in their lives, rights and responsibilities and caring for the environment

How does our PSHE and RSHE curriculum help LPS fulfil its statutory duties?

Under section 78 of the Education Act 2002 and the Academies Act 2010, schools must provide a 'balanced and broadly-based curriculum' which promotes *'the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life'*.

PSHE education makes a major contribution to schools fulfilling this duty.

Schools also have duties in relation to promoting pupil wellbeing and pupil safeguarding (Children Act 2004) and community cohesion (Education Act 2006). Paragraph 41 of statutory guidance on Keeping Children Safe in Education, the Department for Education states that *'schools should consider how children may be taught about safeguarding, including online, through teaching and learning opportunities. This may include covering relevant issues through PSHE...'*

The Equality Act 2010 also places duties on schools not just to address prejudice-based bullying but also to help to prevent it happening, and in doing so to keep protected characteristic groups safe. PSHE education, with its focus on identity and equality, can help schools to fulfil this duty.

Maintained schools have further statutory duties to:

- Promote children and young people's wellbeing (defined in the Children Act 2004 as *'the promotion of physical and mental health; emotional wellbeing; social and economic wellbeing; education, training*

and recreation; recognition of the contribution made by children to society; and protection from harm and neglect.’)

- Promote community cohesion (Education and Inspections Act 2006; Education Act 2002).

The importance of celebrating diversity within Relationships Education

We strive to promote **equality** through all aspects of our Relationships teaching. As such, our curriculum promotes **tolerance and acceptance**. Just as we encourage Leominster Primary School children to celebrate their many different talents, strengths and aspirations, we also aim to promote the celebration of diversity among cultures, traditions and religions. As an extension of this, pupils are taught about diversity among family structures and relationships, in line with British Values (see ‘The Equality Act – 2010’; ‘The Marriage Act-2013’) and to include LGBTQ+ education as part of diverse families. This ensures that every one of our pupils has the chance to develop the self-esteem and confidence they deserve in order to grow into understanding, accepting and respectful adults. Ofsted also fully support the notion that children should be taught about different families and relationships that typify growing up in modern Britain.

Who delivers the Relationships Education Curriculum?

All Relationship lessons are taught by teaching staff, who are trained in delivering the specific content of the lessons. Clear parameters will be established in class and special consideration will always be given when teaching particularly sensitive material. Each class will create their own ‘rules for respect’ to help establish a safe place where pupils can share their thoughts, opinions and ideas, and explore sensitive topics. Staff will be fully aware of the children in their class and the sensitivity which might need to be acknowledged when delivering particular units. Each unit in the My Life curriculum has teacher notes and supportive materials to aid in discussion and preparation of lessons. The headteacher will be responsible for liaising with the PSHE coordinator and working party of parents/carers and pupils and ensuring that feedback is reviewed and fed forward into curriculum design and policies, where appropriate. The headteacher will also assist the PSHE coordinator to facilitate PSHE and RSHE training and CPD, when needed.

The PSHE coordinator will monitor the progression of the subject, observing lessons and reviewing feedback from teachers to help to adapt and develop the curriculum content and ensure that the necessary resources are in place. They will also be responsible for reviewing and updating the policy with the Headteacher. The PSHE coordinator will ensure that there is a clear progression of skills and content across the PSHE curriculum with the help of the My Life curriculum scheme.

Curriculum Design

PSHE and RSHE – Subject Content

At LPS we use the My Life programme which sequences PSHE and RSHE learning into age appropriate units which show progression across Year 1 – Year 6. The topics have been carefully arranged in order to create a spiral curriculum of both content and skills. This provides a rigorous structure with in-built progression where topics are regularly revisited through the key stages to ensure that understanding and skills are

developed in an age-appropriate way. This enables children to grow in confidence when taking part in discussion, debates and when exploring current issues within PSHE education.

The units are categorised into three strands: Relationships, Health and 'Living in the Wider World'. These three strands are mapped against the **statutory Relationships and Health Education guidance** as well as the 'Living in the Wider World' objectives from the PSHE Association Programme of Study. As well as developing specific subject content, lessons build the key skills from the PSHE Association's Programme of Study: personal effectiveness; interpersonal and social effectiveness; and managing risk and decision making. Topics throughout the resource address online safety, sex education, puberty and making healthy choices, all of which support safeguarding while promoting life skills for children, such as empathy, identification of feelings, self-care, respect, money management and an understanding of the world around them. Increased time spent online means that, more than ever, children need to understand how to interact, form friendships and deal with situations in an online world. This is a key theme throughout the programme and it is integrated from the beginning of KS1 to ensure that children understand how to keep themselves safe and happy online. An overview of our curriculum is detailed in Appendix 1.

As part of the children's **statutory Science Curriculum** in Year 2, children learn that animals, including humans, have offspring that grow into adults. They are also introduced to the concepts of reproduction and growth (but not how reproduction occurs). The **Relationship** strand of our PSHE Curriculum supports this learning. We are committed to ensuring that the children receive factually accurate biological information about their bodies. With this in mind, we begin to teach children some of the correct anatomical terminology for the parts of a human body in Key Stage 1.

In Year 5, as part of the **statutory Science Curriculum**, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty. Recent government guidance strongly suggests that 'All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes.' We support this statement and believe that children are ready to receive honest, open and factual education about relationships and growing up in this year group. As part of the **Relationships** Curriculum, during Year 5 children will learn accurate information about puberty, their changing bodies and how to look after them. This is always done in a safe and secure environment with their class teacher. **Sex education** will focus on preparing boys and girls for the changes that adolescence brings, how a baby is conceived and born

Stakeholders

Relationship Education – Parents, Carers and Partnerships

At Leominster Primary School we believe clarity is essential and welcome any discussion with Parents and Carers which will inform conversations at home about 'Relationships'. We endeavour to have a strong partnership with parents and carers and will always aim to be transparent and communicate what is being taught and when. We believe that together we can address misconceptions pupils may have gained about these topics from the media or from their peers. Children are naturally curious about their bodies, other people and the world around them. By answering questions and teaching them the correct scientific vocabulary, we can help them understand their bodies, keep themselves safe, develop their understanding of their feelings and the feelings of other people and how to be responsible and accountable members of the community and world. In order to enhance our PSHE provision we will welcome external speakers and friends of the community into school to share their expertise, if necessary or appropriate. Any booking of external speakers will adhere to the "External speakers" Policy. We will provide parents/carers with recommended picture and chapter books to support their own

understanding of the curriculum as well as support their children through story time, discussion and signposting to age appropriate resources. All teaching materials and resources used will be available to parent/carers to ensure full transparency of both content and pedagogy.

By doing this we hope that we will empower both adults and children to feel confident and comfortable asking questions or initiating dialogue about the many important aspects of PSHE and RSHE that will affect our children's lives so fundamentally - both now and in the future.

If any parent or carer has any queries or concerns about the subject content or delivery of any aspect of PSHE or RSHE, then they should ask to speak to the PSHE Lead or a senior member of staff, who will be able to provide more specific information on curriculum and resources that are used in the PSHE or RSHE Curriculum.

Relationship & Sex Education – Right to Withdraw

From September 2020, **Relationships Education** and **Health Education** will be statutory for all children, in all primary schools (see Appendix 2). This means that parents and carers cannot withdraw their child from these lessons. However, they will be able to request that their child is withdrawn from lessons about Sex Education taught as part of Relationships Education, which are not statutory objectives covered in the science national curriculum. Requests for withdrawal should be discussed with the headteacher and the 'Parent withdrawal from sex education within RSE' form completed (Appendix 3). Alternative work will be given to pupils who are withdrawn from sex education.

Parents and carers can see how Leominster Primary School's progressive and developmental PSHE & RSHE Curriculum has been carefully considered to build on the children's prior learning (Appendix 1). Our My Life curriculum of work is engaging, inclusive and always age-appropriate.

Parents and carers are very welcome to speak to the PSHE Lead or a senior member of staff about specific sessions and their precise content in order to gain a full understanding of their content and how they will be taught. We are confident that these stage-appropriate lessons fit into Relationship education in a purposeful and meaningful way.

Safe and Effective Practice

Confidentiality & Safeguarding – Keeping Children Safe

At Leominster Primary School, we aim to foster and maintain a safe environment within which all pupils feel able to ask questions and discuss issues openly (although no pupil or teacher will have to answer personal questions or forced to take part in discussions). For any child wishing to discuss something confidential relating to content of the lesson, an opportunity will be given.

All classes make available a class 'question box', which gives children the option of writing down their questions and receiving an answer that is not provided in front of the whole class. Distancing techniques are employed, so children are able to discuss fictional characters and scenarios, rather than discuss their own lives and experiences.

In line with the school's Policy for Safeguarding and Child Protection and our Sexual Violence and Sexual Harassment between Children (Peer-on-Peer Abuse) Policy, Leominster Primary School is committed to safeguarding and promoting the welfare (both physical and emotional) of every pupil both inside and outside of the school premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

In addition, Leominster Primary School staff have received training on the new statutory guidance; 'Keeping Children Safe in Education,' which came into force in September 2019 and which details fresh guidance for 'Teaching online Safety in school'.

All Staff will exercise their professional judgement in order to keep their pupils safe. Ground rules are agreed within PSHE and RSHE for each class. This ensures a safe environment for group discussion and exploring delicate topics. Information given, and the views expressed by the pupils, will be treated in confidence, where possible. However, pupils will be informed that 100% confidentiality cannot be assured. If any child makes a disclosure of a safeguarding issue - as with all such instances - the teacher will inform the Designated Safeguarding Lead (DSL) in accordance with Leominster Primary School's policy on Safeguarding and Child Protection.

Assessment, Monitoring & Reporting

Self-assessment is a vital part of learning in PSHE and RSHE. To support their independence, children are given many opportunities to reflect on and evaluate their learning through self-assessment. This valuable life skill is reinforced and embedded across the curriculum through the My Life scheme and resources provided. Pupil voice is also a key feature of our learning at Leominster Primary School. We encourage our children to express opinions on how and where they would like their learning to go and we take these into account when planning and teaching units from the curriculum. Their comments help us to assess and monitor their progress. Listening and responding to the views of our pupils ensures that our policy and curriculum is responsive and meet the needs of all our learners from year to year. Parent and carers will also be invited to share their feedback on all aspects of the PSHE and RSHE curriculum.

Staff who deliver the PSHE and RSHE curriculum will critically reflect on their teaching and best practice can be shared at PSHE reviews, training sessions or staff meetings.

The PSHE Lead will have regular meetings to monitor planning and children's work to help provide further relevant training opportunities.

Comments on children's learning and progress in PSHE and RSHE, as part of their learning in PSHE, should be reported to parents and carers informally at parent consultations. Reporting takes place more formally on their end of year school report in July.

This policy will be reviewed every two years when it will be approved by the headteacher and governing body.

Relationship Education – Where to find information

Our inclusive "My Life" PSHE and RSHE curriculum forms a core part of our PSHE and RSHE teaching and covers the statutory elements of RSHE as well as a fuller, richer PSHE curriculum. Details of this curriculum can be found on the school website or by speaking to the PSHE coordinator. Useful books are also available for parents to view in school.

Appendix 1: Curriculum content

EYFS Personal, Social, Emotional development (PSED) will be taught using the units and content detailed below:

In the **Early Years** at LPS, PSHE and RSE is embedded into our everyday practice. Below are some of the key activities we build into daily routines to ensure children develop their understanding and knowledge:

Circle times – used to develop children’s confidence and self-esteem as well as turn-taking and listening. We teach children to value all opinions and that their feelings and opinions can also be the same or different to their friends.

Class discussions (often using objects, photos, videos and pictures as a talking starter) – we use class discussions as both planned and spontaneous activities. They are an essential tool to address misconceptions, gain knowledge and practise vital skills in listening to the views of others. This is also a good way to introduce new topics to children in an open way and not limiting ideas to an adult’s viewpoint.

Show and tell – this is used to not only increase children’s speaking and listening skills, but also to increase a child’s self-esteem. Their feelings of pride and self-worth develop through showing their own items to their friends and describing their items. In turn their friends listen and ask questions.

Dossie and Kwame – these are a series of black and white pictures involving an orangutan and a bear. Within the pictures the characters are in different situations and portray different feelings such as fighting over an ice-cream, unsafely crossing the road and kicking a football through a window. We use these pictures as discussion points with the children and ask if they have ever been in a similar situation, the feelings the characters may be feeling and ask children how they might feel or react in the same situation.

Learning through the use of puppets – children enjoy interacting with puppets, including feelings puppets. Some children may feel more confident to engage and communicate with a puppet than an adult or peer. Puppets are used to gauge how children are feeling and also discuss their feelings.

Adult role play – role play is used to portray situations to children and highlight how we could react in given situations. This can often be used to review an event that has happened in class or on the playground to model to children how they could react and make better behaviour choices.

Stories – many stories are used to engage with discussions around difficult topics and explain complex feelings and situations to children. Stories are used to help children understand feelings as well as appropriate behaviours and health choices.

Class leader / helper of the day - encouraging children to take on small responsibilities and roles within the safe environment of school.

Values assemblies – We take part in values assemblies every month to introduce and explain a new value to children. These include values such as honesty and forgiveness. We describe these values through many of the activities mentioned above.

Class rules – At the start of the year we discuss rules and expectations with the Nursery and Reception children. A set of class rules are collaboratively made, ensuring the children have ownership of their environment and behaviours.

Through the Early Years Curriculum children are supported to develop their personal social and emotional development (PSED) through adult-led and child initiated activities. The Early Learning Goals in PSED are listed below:

PSED (making relationships) - Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

PSED (managing feelings and behaviour) - Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

PSED (self-confidence and self-awareness) - Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Planning is based on the children's interests and topics may vary from year to year. Below are some examples of how we have previously included opportunities within our lessons:

Topic	Overview
All about me and my family	Children learn about themselves and their families. They compare and contrast their own lives with that of others. They talk about their likes and dislikes.
Our wonderful world	In this topic children learn about the world around them. They learn how to care for their environment and how to protect it. We grow and care for plants and also have previously had
Being healthy	Children learn about healthy and unhealthy choices and what these choices mean. We try different activities such as food tasting and exercise classes.

LONG-TERM OVERVIEW

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Feelings and Special People	Staying Safe	Healthy Me	All Around Us	Money Matters	
Year 2	Different Types of Families	Healthy Bodies	Feeling Included	Healthy Minds	Caring for the Environment and Social Responsibility	
Year 3	Safety Online	Celebrating Achievements and Being Resilient	Being Part of a Community	Exercise	Stereotypes	What I like
Year 4	Nutrition and Dental Health	Human Rights	Emergency Situations	Respect	Money Matters	Falling Out and Making Up
Year 5	Puberty	Bereavement and Loss	Fake News	Life in Plastic	Body Image	Changes in Friendships
Year 6	Drugs and Alcohol Education	Sex Education	Mental and Emotional Health	Global Sustainable Development Goals	E-Safety and Social Media	Anti-social Behaviour and the Role of the Police and the Law

Big Question KS1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>Feelings and Special People</p> <p>What are feelings and how can I show them? How can emotions change people's behaviour? What makes me special? Who are the special people in my life and why are they special?</p>	<p>Staying Safe</p> <p>What keeps me safe at school? What keeps me safe outside? How can we keep ourselves safe at home? How can I keep myself safe?</p>	<p>Healthy Me</p> <p>How does exercise keep me healthy? Why is sugar bad for my teeth? How can being online be unhealthy? How can we keep healthy in the sun?</p>	<p>All Around Us</p> <p>How do I feel about my beautiful world? How can we reduce rubbish? Can we make new products from things we would have thrown away? How can we make a difference in our class about rubbish?</p>	<p>Money Matters</p> <p>Where does my money come from? How can I keep my money safe? Where do adults get their money? What job would I like to do when I grow up?</p>	
Year 2	<p>Different Types of Families</p> <p>What is a family? How are families different and the same? How do you spend time with your family? What is a wedding and why do people get married?</p>	<p>Healthy Bodies</p> <p>What and who keeps us healthy as we grow up? How can we get healthier? How do I keep clean and healthy? Who can I talk to if things don't feel right?</p>	<p>Feeling Included</p> <p>How can we make people feel welcome and included? How can we include everyone in our games? How can we solve problems with friends when we fall out? What special things have people done in the past to ensure everyone is included?</p>	<p>Healthy Minds</p> <p>Why is it important to look after our minds and wellbeing? How can I describe my emotions? How can screen time and sleep affect the way we feel? How can you look after your feelings and care for yourself?</p>	<p>Caring for the Environment and Social Responsibility</p> <p>What can I do to help people feel happier? What can I do to help the world? Who really lives in my local environment? How can I help wildlife?</p>	



The Big Question LKS2



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>Safety Online</p> <p>What is good and bad about the internet? What is my personal information? How are online friends different from friends in the real world? Is too much online gaming bad for you? What advice about being safe online do pupils in Year 3 need?</p>	<p>Celebrating Achievements and Being Resilient</p> <p>What are achievements and why and how do we celebrate them? What are my aspirations? What does it mean to be resilient? What is a growth mindset and what does it mean for me? How can I deal with difficult situations in my life?</p>	<p>Being Part of a Community</p> <p>What is my class community? What is my family community? How do I belong to my community? How can I help people in my community? How can we design a community centre that is suitable for everyone?</p>	<p>Exercise</p> <p>Why is being active good for our minds and our bodies? Can exercise be fun, quick and free? What happens to my body if I don't exercise? Why is it good for us to spend time outdoors? What are the signs I might be getting ill (physically or mentally) and who can I go to if I am worried?</p>	<p>Stereotypes</p> <p>Are all boys the same? Are all girls the same? Are all men the same? Are all women the same? Can we change traditional stereotypes? What is it like when people make assumptions about you? How can I know what to say when people say things based on stereotypes?</p>	<p>What I like</p> <p>What are my likes and dislikes? What is important to me? What do I do if I don't agree? What decisions are mine to make? What can I do and where can I go for help if I am worried or feel uncomfortable?</p>
Year 4	<p>Nutrition and Dental Health</p> <p>What is a healthy diet? What is a poor diet and how does being unhealthy affect us? How can I plan and create healthy meals? How can I recognise when I am not physically well or my body is becoming unhealthy, and what can I do about it? How can I keep my teeth healthy and what are the benefits?</p>	<p>Human Rights</p> <p>Do we all have the right to play? What rights and responsibilities do we have in our classroom? What is the United Nations Convention on the Rights of the Child? What happens when rights are taken away? What makes me happy and how can I help bring some happiness to others?</p>	<p>Emergency Situations</p> <p>What is an emergency? What is first aid? How can we prevent fire-based emergencies and keep ourselves safe? How can we keep safe near water? How can we say 'thank you' for the work that the emergency services do?</p>	<p>Respect</p> <p>What makes a fantastic friend? How can I stand up for myself? How can we show respect to others when friendships break down and how can we show respect to ourselves? Who are my Five Trusted People? Is teasing respectful?</p>	<p>Money Matters</p> <p>Where does money come from and how can it be used? What does society do to manage our money? What can we do to make money in our lives? How does business work? How does money work?</p>	<p>Falling Out and Making Up</p> <p>Why is friendship important? What makes a good friend? What can we do when we fall out with friends? What does it feel like to be excluded? What does a healthy friendship look like?</p>



The Big Question UKS2



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<p style="text-align: center;"><u>Puberty</u></p> <p>What is puberty? How do our emotions change during puberty? What are the functions of genitalia? What is the menstrual cycle? What happens to boys during puberty?</p>	<p style="text-align: center;"><u>Bereavement and Loss</u></p> <p>How do we feel when we lose something? How do we feel when we lose someone we love? Why do people have a funeral? How do different cultures celebrate the lives of their loved ones when they die? What is divorce and why does it happen?</p>	<p style="text-align: center;"><u>Fake News</u></p> <p>What is fake news? How can we work out which websites are reliable, and which aren't? What is clickbait? How does online advertising work? Can we believe everything we see online?</p>	<p style="text-align: center;"><u>Life in Plastic</u></p> <p>Why do we use plastic? How does plastic affect our planet? How can we make positive changes to reduce the amount of single-use plastic we use? What does 'zero-waste' mean? How can we promote 'reduce, recycle, reuse' within our school community?</p>	<p style="text-align: center;"><u>Body Image</u></p> <p>What can my body do for me? What does the perfect body look like? Are all images we see real? Does it matter if images that have been significantly altered are used in adverts, online, or otherwise published? Do looks really matter?</p>	<p style="text-align: center;"><u>Changes in Friendships</u></p> <p>What does friendship look like? How can we deal with our emotions and behaviour when we fall out with friends? What can you do if you think someone is being bullied? How do you know who to trust? Is an online friend the same as a real friend?</p>
Year 6	<p style="text-align: center;"><u>Drugs and Alcohol Education</u></p> <p>What is a drug? Which drugs are legal and which are illegal, and what are the dangers of illegal drugs? Why do people take drugs? What are the dangers of smoking? What is alcohol and how does it affect the body and the brain?</p>	<p style="text-align: center;"><u>Sex Education</u></p> <p>What is the difference between love and friendship? What is sexual attraction? What is 'consent' and how does it relate to our lives? What is sexual intercourse? What happens during pregnancy?</p>	<p style="text-align: center;"><u>Mental and Emotional Health</u></p> <p>What are emotions and how can they affect the way we act? What is mindfulness? What is self-care and how can I use self-care to help keep a healthy mind? Why is sleep important? How do you feel when things change?</p>	<p style="text-align: center;"><u>Global Sustainable Development Goals</u></p> <p>How are humans damaging land, air and water? What are global sustainable development goals? What are the global consequences of our personal choices and what damage can they do to the environment? What positive environmental changes are happening across the world? How can we help towards sustainable development goals in our own lives – at school and at home? How can we encourage and inspire others to do the same?</p>	<p style="text-align: center;"><u>E-Safety and Social Media</u></p> <p>Progress and the internet – is it all bad? Why do we need secure, memorable passwords online? What personal information should I share online? How can we show friendship in the real and virtual worlds? How can I be in control online?</p>	<p style="text-align: center;"><u>Anti-social Behaviour and the Role of the Police and the Law</u></p> <p>What keeps me safe? What are children's rights and how are they balanced with responsibilities? What is a community and what does it mean to be a part of one? Where do you stand? Should the punishment fit the crime?</p>

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

Relationships:

Families and people who care for me

- 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 to their family, but that they should respect those differences and know that other children's families are also characterized by love and care
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- That marriage represents a formal and legally recognized commitment of two people to each other which is intended to be lifelong
 - How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships

- 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, honesty, trustworthiness, loyalty, kindness, generosity, 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 managing these situations and how to seek help or advice from others if needed

Respectful relationships

- The importance of respecting others, even when they're 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 the wider world they can expect to be treated with respect by others, and that in turn they should show 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

Online relationships

- That people sometimes behave differently online, including by pretending to be someone they're not

- That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for other online (even when we're 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've never met
 - How information and data is shared and used online

Being safe

- 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/unsafe physical and other contact
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't 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're heard
- How to report concerns or abuse, and the vocabulary and confidence needed to do so
- Where to get advice (e.g. family, school, other sources)

Physical health and mental wellbeing:

Mental wellbeing

- 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.

Internet safety and harms

- 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

- 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

- 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

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

- 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

- 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

- 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.

Appendix 3: Parent withdrawal form sex education within RSE

TO BE COMPLETED BY PARENTS

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

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	

References:

Relationships Education, Relationships and Sex Education and Health Education guidance:
<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Children Act 2004:
<https://webarchive.nationalarchives.gov.uk/20130403214153/https://www.education.gov.uk/publications/eOrderingDownload/DFES-0036-2007.pdf>

Education Act 2006:
<http://www.legislation.gov.uk/ukpga/2006/40/contents>

Keeping Children Safe in Education:
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Equality Act 2010:
<http://www.legislation.gov.uk/ukpga/2010/15/contents>

Education and Inspections Act 2006; Education Act 2002:
<http://www.legislation.gov.uk/ukpga/2006/40/contents>