



Saint Pierre School,
16 Leigh Road, Leigh-on-Sea, Essex SS9 1LE

Relationship and Sex Education Policy

Policy Owner (Position)	Last Updated By (Name)	Date of Last Review	Date Next Review Due
Deputy Head	Poppy Read (Deputy Head) and Gemma Hoffman (Assistant Head)	September 2024	September 2026
Read in Conjunction with: PSHE Policy, Safeguarding and child protection Children Policy, Anti-Bullying Policy, E-Safety Policy			

RELATIONSHIP and SEX EDUCATION POLICY

This policy is a working document which provides guidance and information on all aspects of RSE and aims to provide a secure framework within which staff can work.

This policy is based on the DFE guidance document, Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019 revised 2020 and 2021). In this document, sex education is defined as, 'learning about physical, moral and emotional development. It is about understanding the importance of loving and stable relationships, marriage and family life, respect, love and care.' Parents are welcome to discuss this policy and this can be amended in conjunction with these discussions if needed.

What is RSE (Relationships and Sex Education)?

Effective relationship and sex education is essential if young people are to make responsible and well-informed decisions about their lives. The Department for Children, Schools and Families (DCSF) issued guidance on RSE to all schools in July 2000. This guidance was designed to improve relationship and sex education in schools as part of a broader framework of Personal, Social, Health and Economic (PSHE) education.

'If relationship and sex education is established within the context of personal, social and health education (PSHE) at primary level, as children reach puberty they will know and understand that they will change and develop, and will have confidence in managing the physical and emotional changes' (SRE Guidance 2000, DfE).

RSE supports children through their physical, emotional and moral development, and helps them to understand themselves, respect others and sustain healthy relationships of all kinds. This educative process is undertaken in partnership with parents and carers, being mindful of their needs and concerns as well as those of children and young people themselves. In addition to this it can help support young people to develop resilience, to know how and when to ask for help and to know where to access support when faced with difficult situations in their lives.

Teachers know about policy, procedures, relevant content, facts and issues concerning the teaching of RSE.

It is our aim, for RSE at this school to lay the foundation for factual knowledge and more sexually explicit information required by young people in later years. It prepares children for the changes at puberty physically, emotionally and socially. It helps develop the child's skills in being able to apply information and creates opportunities for reflecting on attitudes and values that may affect their decisions and choices in later years. In addition, it helps children to make informed decisions for themselves about health, wellbeing and relationships in order to help support young children to know when to ask for support and where they can obtain this from.

At Saint Pierre School, RSE is taught within the PSHE curriculum and aims to help children develop:

- To identify different types of relationships between people.
- Self-esteem and self-awareness.
- The skills needed for successful relationships.
- A beneficial attitude towards difference and diversity.
- An understanding of their own and others' rights.
- Positive emotional and mental wellbeing
- Emotional literacy.
- The ability, skills, knowledge and confidence to make positive, informed choices.
- The ability and knowledge to keep themselves and other people safe by minimising risk from harm.
- An understanding of their own and others' attitudes, values and beliefs and an individual moral framework that will help them to make positive decisions.
- A positive attitude towards their body and sexuality.
- An understanding of their own bodies.
- The confidence and awareness to seek help and advice.
- An awareness of the right they have over their own body.
- The knowledge of recognising different forms of abuse, reporting it and knowing that they are not at fault.
- The skills to be assertive.
- Good communication skills.
- The ability to respect the right of others and to hold opinions that differ from their own as long as these views do not impact on the rights of others.
- The ability to take responsibility for and accept the consequences of their own actions.
- To keep themselves safe when online from predators.

RSE gives pupils accurate information about relationships and sex, allows pupils the opportunities to develop life skills and a moral framework that aims to enable them to make positive use of that information.

Why RSE should be taught?

Within its educational life, the school is conscious of life and creation. Questions relating to RSE are dealt with in a straightforward and natural way within the classroom. The class teacher will be sensitive to the educational and emotional needs of the child at his or her stage of development.

The prime responsibility for bringing up children rests with parents. The school therefore recognises that parents are key figures in helping their children to cope with the emotional and physical aspects of growing up and in preparing them for the challenges and responsibilities which sexual maturity brings. The teaching offered at Saint Pierre School is complementary to and supportive of the role of parents.

Saint Pierre School teaches RSE within the following moral and values framework that promotes:

- Self-respect and respect for others.
- Resilience
- Self-worth
- Empathy, mutual support and co-operation.
- Honesty, integrity, courage, humility, kindness, trustworthiness, generosity and a sense of justice.
- Responsibility for personal actions.
- An awareness of the uniqueness of individuals.
- Respect and acceptance towards others who may have different backgrounds, cultures, and sexuality.
- The right of people to hold their own views (as long as these views do not impact negatively on the rights of others).
- The right to not be abused by, or taken advantage of by other people.
- The right to accurate information about sex and relationship issues.

Legal requirements

The law in relation to RSE states:

The governing bodies of schools are required to keep an up-to-date RSE Policy that describes content and the organisation of RSE provided. All primary schools must teach Relationships Education and it is recommended that all primary schools have a programme of sex education.

Parents do not have the right to withdraw their child from Science, Health and Relationships Education. They do have the right to withdraw their child from classes which address sex education outside of the Relationships Education curriculum.

Teaching of RSE and all areas of learning at Saint Pierre follow guidance from The Equality Act 2010.

Equal Opportunities

Saint Pierre School is committed to the provision of RSE to all of its pupils. Equal time and provision will be allocated to all pupils. Any pupil deemed to be needing extra support including children with SEND, will be catered for appropriately, after consultation with the child's parents. Parents are welcomed to discuss the nature of the lessons with the teacher prior to the lessons being taught and their input will be valued and taken onboard to ensure the learning is accessible and appropriate for their child.

Our RSE programme is inclusive and acknowledges and accommodates the diversity within any group of people in terms of gender, religion, language, race, culture, social background, appearance, family set-up (including same sex partners), lesbian, gay, transgender, special needs, ability or disability.

Organisation

RSE is:

- Taught within the PSHE curriculum.
- Delivered in Science or PSHE lessons (possibly in some year groups).
- Delivered predominantly by the pupils' class teacher.
- Taught through the EYFS commitments.

Programme of study

We have designed a long-term plan to ensure all areas of the PSHE and RSE curriculum are covered for each year group from Reception to Year Six. Our long-term plan has been developed from the scheme of work we are using; KAPOW and may be supported by lessons from the Twinkl resources. Our RSE curriculum will be delivered by the classroom teacher in a non-judgemental, factual way allowing children to ask questions, publicly or anonymously.

Early Years and Foundation Stage

Children are provided with experiences and support which help them develop a positive sense of themselves and of others. We ensure support for children's emotional well-being to help them to know themselves and what they can do. Areas covered include changes in ourselves since being babies, what we can do now that we couldn't do before. Children will also look at families and who is in our family.

Key Stage 1

At this stage an informal and natural attitude is fostered, together with a sense of awe and wonder concerning the process of life. RSE is approached through a number of topics, e.g. Ourselves, Animals and living things. It lays the foundations of understanding about growth and respect for one another. Our policy is to match the young child's question with a simple and straightforward answer they can understand and which is appropriate for their age and maturity.

Key Stage 2

The Key stage 2 programme prepares learners for the changes experienced during puberty - physical, emotional and social. The topic-based approach is also used at Key Stage 2 level via the PSHE and Science curriculum including topics such as; Life Processes of Animals and Animal Reproduction from the Science curriculum and the PSHE curriculum.

A school is a learning establishment and within it, children have the right to expect all their queries to be answered in a factual and unbiased way.

Resources

RSE resources are chosen and checked for:

- Being inclusive.
- Relevant
- Positive, healthy and unbiased messages.
- Age appropriateness.
- Promoting positive values.
- Accuracy.
- Being up to date.
- Question boxes.

Some resources that may be used or accessed for lessons are available via links in Appendix Two (taken from the National Curriculum for RSE Annex B).

Use of outside Agencies

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in school:

- Visitors are invited into school because of the particular expertise or contribution they are able to make.
- All visitors are familiar with and understand the school's RSE policy and work within it.
- All input to PSHE lessons are part of a planned programme and negotiated and agreed with staff in advance.
- All visitors are supervised/supported by a member of staff at all times.
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

Monitoring and evaluation

- Questionnaires.
- Discussions.
- Teacher assessments.
- Pupils' self-assessment and evaluations.
- Observations.
- End of unit assessments

The end of unit assessments will be analysed by the curriculum lead to ensure that the children have a secure understanding of the areas taught. Some areas may require a discussion with the class teacher and lead onto topics/ lessons needing to be revisited.

Keeping parents informed

At the beginning of each term parents are given / reminded of the overview of the topics their child will be covering and informed of their right to withdraw their child from sex education lessons. Parents are also reminded that they can have a paper copy of the school's RSE Policy on request but it will also be available to download/view via the school's website.

Provision for withdrawn pupils

Parents have the right to withdraw their children from some or all of the sex education lessons provided at school except for those parts included in statutory National Curriculum (linked to Science or PSHE). Those parents wishing to exercise this right should contact the Head/Deputy Head directly in writing prior to the lessons beginning and will be invited to discuss their objections or concerns with the Headteacher/ Deputy. Together they will reflect on the impact withdrawal may have on their child and the nature and purpose of the

curriculum. Once a child has been withdrawn, they cannot take part in the sex education lessons until the request for withdrawal has been removed, unless or to the extent that the headteacher considers that the child should not be so excused.

Parents will be informed of these lessons via a curriculum guide so they will have notice prior to the lessons being taught. Any child who is withdrawn will be placed in another class for the duration of that lesson/ lessons.

Safeguarding

RSE may bring about disclosures of safeguarding children issues and all staff are conversant with the procedures for reporting their concerns. In these cases the school's safeguarding children policy needs to be referred to.

Confidentiality

As a general rule, a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, they will talk to the named child protection coordinator who may, or may not, confer with the Headmaster before any decision is made.

Dealing with sexually explicit questions. Saint Pierre School will:

- be prepared to modify the programme if a certain question occurs (perhaps because of media coverage).
- allow individual staff to use their professional judgement as to answering questions in front of the whole class or individually.
- encourage pupils to ask their parents/carers any question outside the planned programme.
- tell pupils that their question will be answered in a later part of the RSE programme or at secondary school, if this is the most appropriate response.
- Staff will be mindful when not answering questions that could potentially end with the child seeking guidance from other methods, online, which could then offer information the child is not mature enough to understand.

Appropriate use of language

All Staff will use the correct terms for all body parts and discuss 'slang' words if they arise so pupils understand the meaning and know that some are offensive.

Ground rules within RSE lessons

- Respect will be shown at all times by both staff and pupils.
- Offensive remarks, including those about race, gender, nationality and sexual orientation will not be tolerated.
- Saint Pierre School will keep confidentiality unless it is deemed that the child is at risk (see confidentiality above).
- Strategies will be developed to ease embarrassment if it occurs.

Single and mixed sex classes

All pupils will have the RSE aspect of PSHE lessons in mixed classes. However, in Years 5 and 6, whilst still predominantly taught together, when it is deemed appropriate, opportunities will be made for pupils to discuss matters further in gender groups or individually.

Appendix One **Curriculum Map –PSHE & RSE**

Year Group	Lessons to be taught:
Reception	<ul style="list-style-type: none">• The conventions of courtesy and manners.• The importance of permission-seeking and giving in relationships with friends, peers and adults.

- Children to learn about the body part names.
- That families are important for children growing up because they can give love, security and stability.
- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- Special people in our lives/ families

Other areas that may be taught across the year (but not constrained to the lesson order/ set time include):

- Self-regulation with feelings
- Managing self- taking on challenges.

Year 1

Autumn- Special people (family and relationships).

Objectives:

- Understand that families can include a range of people.
- That families are important for children growing up because they can give love, security and stability.
- That other people have different families and how we should respect each other's families and lives.
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- Understand who their friends are and what people like to do with their friends.
- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- Describe what people might look like when they are feeling a range of different emotions.
- Identifying ways of responding to this by either offering help or giving them space.
- Understand the skills needed to work in a group.
- Understand that friendships can have problems and learn ways to overcome these.
- The importance of permission-seeking and giving in relationships with friends, peers and adults
- Understand how the actions of others can affect people.
- Explain what a stereotype is.
- 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.

Spring- Health and Well-being (including mental health)

Objectives:

- Describe how they feel using appropriate vocabulary, recognising what different emotions might look/feel like.
- Describe situations which may provoke certain feelings.
- Describe their own qualities and strengths and recognise something they want to get better at.

- Describe their bedtime routine, explaining why sleep is important.
- Explain how rest and relaxation affects our bodies, including mental functions.
- Identify examples where they could use relaxation to help manage difficult emotions.
- Understand that germs can be spread via our hands.
- Know how to wash their hands properly.
- Know the three things they need to do when out in the sun to keep safe.
- Know people can be allergic to certain things and how to help with an allergic reaction.
- Understand that there are a range of people who help to keep us healthy.
- Healthy eating, physical health and fitness

Summer- Safety and the changing body

Objectives:

- Know a number of adults in school.
- Know that they should speak to an adult if they are ever worried or feel uncomfortable about another adult.
- Understand ways to keep safe and not get lost and know the steps to take if they do get lost.
- Know the number for the emergency services and their own address.
- Understand that some types of physical contact are never acceptable.
- Know what can go into or onto the body and when they should check with an adult.
- Understand that there are hazards in houses and know how to avoid them.
- Understand and name jobs that people do to help keep us safe.
- Children to learn about the body part names (including private parts if the teacher feels appropriate).
- Children to learn about the underwear rule.

Extra units to be covered in 'Life skills' / themed event or week:

Economic well-being

Objectives:

- Explain how children might get money.
- Explain some different ways to keep money safe.
- Discuss the role of banks and building societies.
- Recognise that people may make different choices about spending or saving.

- Explain that a range of jobs exist in and out of school and that different skills are needed for jobs.

Transition:

Objectives:

- Children to think about their individual strengths.
- Think about new skills they will gain as they go into Year 2.
- Increase their confidence and ease their worries about entering a new year group.

First aid:

Objectives:

- To understand basic first aid.
- To understand who to contact in an emergency and what details they should share.
- How to deal with some basic first aid.
- How to eat safely.

Year 2

Autumn- Family and Relationships

Objectives:

- Understand that families offer love and support and that different families may be made up of different people.
- Consider what friends may be thinking and feeling in different situations and what might cause these.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- Recognise some issues that may occur in friendships and which of these may need adult help to resolve.
- Understand that expectations of manners may change according to the situation.
- Know that remembering people who were important to them but are no longer here can cause a mixture of emotions.
- Explain what gender stereotypes are in relation to career.
- Understand that they have a choice about how to react to things that happen.
- 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 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.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.
- 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.

Spring- Health and Well-being (including mental health)

Objectives:

- Use multiple colours in a diagram to show how they can feel more than one emotion at a time.
- Describe how they would feel in a particular situation and understand that not everyone feels the same.
- Understand the effect of physical activity on their body and mind.
- Describe energetic physical activities that they enjoy.
- Describe the positive effects of relaxation and know there are different ways to relax.
- Know how to use breathing exercises to relax.
- Recognise and describe what they are good at and what skills they would like to develop.
- Create a complete ladder detailing achievable steps which work towards a goal.
- Explain what a growth mindset is.
- Use strategies to stay calm during trick challenges.
- Explain that a healthy diet is when we eat a balance of the right foods, describing some consequences that may arise from poor diet choices.
- State what ingredients they can see on a dish and compare them with the food pyramid.
- Understand what helps to keep teeth healthy.
- describe what being mindful is and know techniques that could be helpful to them.

Summer- Safety and the changing body

Objectives:

- Understand how the internet can be used to help us.
- How to remain safe online and what to do if something online makes them feel uncomfortable.
- Understand what a secret is and what a surprise is.
- Know the name of parts of the body, including those of the private parts for their gender.
- Explain the PANTS rule.

- Understand how to keep safe near roads.
- Explain the rules for crossing the road.
- Understand when we should take medicines that can help us feel better when we are unwell.
- 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.
- 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, and the vocabulary and confidence needed to do so.
- Where to get advice e.g. family, school and/or other sources.
- That people sometimes behave differently online, including by pretending to be someone they are not.
- 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.
- Children to learn about the body part names (including private parts if the teacher feels appropriate).
- Children to learn about the underwear rule.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Extra units to be covered in 'Life skills' / themed event or week:

Economic well-being

Objectives:

- Explain some ways adults get money.
- Discuss the role of bank account cards.
- Recognise wants and needs.
- Recognise the difference between a want and a need.
- Identify their skills and talents.
- Identify ways to develop their skills and talents.
- Explain why treating people equally and inclusively is important.

Transition:

Objectives:

- Children to think about their individual strengths.

	<ul style="list-style-type: none"> • Think about new skills they will gain as they go into Year 3. • Increase their confidence and ease their worries about entering a new year group. <p>First aid:</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To understand basic first aid. • To understand who to contact in an emergency and what details they should share. • How to deal with some basic first aid. • How to eat safely.
Year 3	<p>Autumn- Families and Relationships</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Understand that families are all different. • Know that families offer each other support but sometimes they can experience problems. • Understand that problems occur in friendships and that violence is never right. • Understand what bullying is and what to do if it happens. • Describe what a good listener is and know how to show that they are listening. • Say who they trust and why. • Understand that people can have similarities and differences and explain how differences can be a positive thing. • Understand how toys can reinforce gender stereotypes. • Understand that stereotypes arise from a range of factors, including some of those associated with age. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • How important friendships are in making us feel happy and secure, and how people choose and make friends. • The importance of self-respect and how this links to their own happiness. • 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. • Learn about internet safety and harm. <p>Spring- Health and Well-being (including mental health)</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Create a healthy diary, where energetic activities and high-energy food are scheduled for the same day. • Work in pairs so that one person can do a stretch while the other draws a stick figure to show the pose. • Understand the different aspects of my identity. • Identify their own strengths and that they can help other people.

- Describe how they would break a problem down into small, achievable goals.
- Understand the benefits of healthy eating and dental health.

Summer- Safety and the changing body

Objectives:

- 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.
- Seeking and giving people permission
- Different types of physical contact and what is acceptable/unacceptable
- understand the importance of sleep, exercise and healthy eating.
- discuss what happens to muscles when we exercise them.
- understand they can choose what happens to their body and know when a 'secret' should be shared.
- explain that too much sugar is bad for health.
- know the difference between medicine and harmful drugs and chemicals.
- explain how germs travel and spread disease.
- identify ways to protect their bodies from ill health.
- Show an understanding that they must consider their own safety before helping others in an emergency situation.
- Understand how to help someone who has been bitten or stung.
- Write an email with instructions written using positive language.
- Create a decision tree showing how to deal with unkind online behaviour and cyberbullying.
- Send an email that describes some of the best ways to avoid being tricked by fake emails.

Extra units to be covered in 'Life skills'/ themed event or week:

Economic well-being

Objectives:

- Describe how different payment methods may be used in given scenarios.
- Suggest why specific payment methods might be more beneficial.
- Explain what a budget is and how we can benefit from budgeting.
- Identify how they would feel in a money scenario.
- Understand the impact our spending choices can have on others and the environment.
- Understand that a wide range of jobs are available.
- Know that skills and interests lead people to certain jobs.
- Know that job stereotypes sometimes exist but these should not limit anyone.
- consider why and how people might borrow money;
- discuss the choices we have about how to spend our money;
- explain ways we can keep track of what we spend. discuss some consequences financial decisions can have on our emotional wellbeing;

- talk about the importance of prioritising our spending;
- discuss advertisements that try to influence what we buy;
- explain why it is important to keep track of what we spend;
- discuss what is meant by ethical spending.

Transition:

Objectives:

- Children to think about their individual strengths.
- Think about new skills they will gain as they go into Year 4.
- Increase their confidence and ease their worries about entering a new year group.

First aid:

Objectives:

- Understand the importance of considering one's own safety before helping others.
- Understand how to help someone with bites and stings.
- Learn basic first aid.
- Understand how to deal with an emergency.

Year 4

Autumn- Families, Relationships and One World

Objectives:

- 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.
- Know that families offer each other support but sometimes they can experience problems.
- 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.
- 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 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.
- Understand that problems occur in friendships and that violence is never right.
- Understand what bullying is and what to do if it happens.

- Describe what a good listener is and know how to show that they are listening.
- Say who they trust and why.
- Understand that people can have similarities and differences and explain how differences can be a positive thing.
- Understand how toys can reinforce gender stereotypes.
- Understand that stereotypes arise from a range of factors, including some of those associated with age.
- know there are organisations working to help people in challenging situations in other communities.
- Know what climate change is
- Recognise how actions impact people on different scales.

Spring- Citizenship and Diverse Britain

Objectives:

- Explain that children have rights and how these benefit them.
- Explain the responsibilities adults have for supporting children's rights.
- Discuss the benefits of recycling.
- Recognise some of the different groups within the local community and how they use local buildings.
- Explain how charities support the local community.
- Describe how democracy works locally and how this affects us.
- Recognise the need for rules and the consequences of breaking rules.
- describe what it is like to live in Britain;
- talk about what democracy is;
- talk about what rules and laws are and how they help people;
- talk about what liberty means;
- describe a diverse society and the benefits of living in a diverse and multicultural society;
- describe what being British means to them and others.
- Identify the rights of British people
- know what human rights are;
- understand that all people share the same rights;
- know about The Universal Declaration of Human Rights and the Declaration of the Rights of the Child;
- know why we have rules and how they help us;
- understand that no one should take away our human rights;
- explain what respect means and understand how they can respect the rights of others;
- describe what a stereotype is and understand how stereotypes can be harmful.

Summer Growing up

Objectives:

- That healthy relationships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- name the main male and female body parts needed for reproduction;
- describe some of the changes boys go through during puberty;
- describe some of the changes girls go through during puberty;
- describe some feelings young people might experience as they grow up;
- talk about their own family and the relationships within it;
- identify similarities and differences in different loving relationships;
- identify someone they could talk to about their changing body should they need to.
- discuss ways in which people can deal with or overcome emotions experienced during puberty;
- understand and show respect for the differences between different families;
- • describe the different types of relationship that exist, without prejudice;
- show an awareness of myths surrounding pregnancy and birth;
- describe the conception and birth of a baby, using some scientific vocabulary
- consider why this topic is sensitive and difficult for some people to explore

Extra units to be covered in 'Life skills' / themed event or week:

Economic well-being

Objectives:

- Identify and justify items they consider good value for money.
- Identify multiple factors that influence whether something is good value for money.
- Understand the importance of tracking spending.
- Identify different ways to keep money safe.
- Identify a range of influences on job choices.
- Suggest ways to respond to certain influences over career choices.
- Identify different reasons why people might change careers
- Suggest proactive steps that can be taken to challenge and overcome these stereotypes.

Transition:

Objectives:

- Children to think about their individual strengths.
- Think about new skills they will gain as they go into Year 5.

	<ul style="list-style-type: none"> • Increase their confidence and ease their worries about entering a new year group. <p>First aid:</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Understand the importance of considering one’s own safety before helping others. • Understand how to help someone with bites and stings. • Learn basic first aid. • CPR training • Understand how to deal with an emergency.
Year 5	<p>Autumn- Working Together</p> <p>Objectives:</p> <ul style="list-style-type: none"> • 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. • 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. • understand what successful teamwork skills are; • express opinions respectfully; • explain what collaborative working is; • discuss what a compromise is; • discuss different types of unkind behaviour; • identify ways of showing care to others in their team; • list shared responsibilities within the class team. • • explain different effects of unkind behaviour; • demonstrate ways to care for others within the team; • discuss the importance and consequences of carrying out shared responsibilities within the class. <p>Spring- Money Matters</p> <p>Objectives:</p> <ul style="list-style-type: none"> • discuss reasons that people take financial risks. • discuss why advertisers try to influence consumers. • talk about how to be a ‘critical consumer’. • identify how to compare the value for money of different products.

- discuss how to make a budget.
- discuss how money can affect people's emotional wellbeing.
- discuss the fact that everyone's spending decisions will be different and this should be respected.
- explain what tax is and the ways that people pay it.
- discuss what is meant by ethical spending.
- talk about the environmental impact of fair trade, single-use plastics, recycling used goods and making use of reusable materials.

Summer- Being yourself and looking after your body

Objectives:

- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
- The importance of self-respect and how this links to their own happiness.
- Stereotypes and media impact
- complete scenarios by advising on how to communicate feelings in different situations;
- work in groups to create a role play to show different ways to manage uncomfortable feelings;
- discuss different fight or flight situations;
- discuss the impact of making amends when a mistake has been made.
- Puberty and body changes including menstruation.
- How to look after the body during puberty changes
- describe the process from conception to birth and the needs of the foetus
- name some ways to cope with new or difficult emotions.
- define consent and autonomy;
- explain the importance of having a healthy body including vaccinations and immunisations;
- identify the implications of not getting enough sleep;
- understand why they need to change some of their habits and routines as they get older;
- identify where the pressure to try harmful substances might come from; understand that many images seen in the media are artificially enhanced;
- identify some factors that influence the choices they make about their bodies;
- understand that the choices they make about their bodies have consequences.

Extra units to be covered in 'Life skills' / themed event or week:

Economic well-being

Objectives:

- Prioritise needs over wants.
- Manage a weekly budget.

- Understand the responsibilities and consequences of borrowing and loaning.
- Recognise the risks and considerations associated with spending money online.
- Explain why workplace stereotyping needs to be challenged.
- Describe how interests and skills align with future careers.

Transition:

Objectives:

- Children to think about their individual strengths.
- Think about new skills they will gain as they go into Year 6.
- Increase their confidence and ease their worries about entering a new year group.

First aid:

Objectives:

- Understand the importance of considering one's own safety before helping others.
- Understand how to help someone with bites and stings.
- Learn basic first aid.
- CPR training
- Understand how to deal with an emergency.

Year 6

Autumn- respecting rights

Objectives:

- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- 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.
- 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 conventions of courtesy and manners.
- explain what the Universal Declaration of Human Rights is;
- describe why children have their own rights;
- identify that human rights take precedence over national law and cultural and family traditions and practices;
- give reasons as to why people's rights are not always met;

- identify how we can be rights-respecting citizens;
- describe how some ideas about human rights have changed;
- share their thoughts on how human rights activists have changed the world.

Spring- Positive thinking

Objectives:

- describe how their thoughts, feelings and behaviours influence each other.
- explain the range and intensity of their feelings to others.
- name some strategies to deal with unhelpful thoughts.
- know how to make an informed choice.
- appreciate how making good choices can make us happy.
- understand how mindfulness techniques can be used in their everyday lives.
- describe the difference between a growth mindset and a fixed mindset.
- identify strategies for facing a challenge.
- identify and discuss uncomfortable emotions.
- Identify common choices we have to make in life.
- use basic mindfulness techniques, when guided.
- describe what makes a good learner.
- describe how their thoughts, feelings and behaviours influence each other.
- describe the difference between a growth mindset and a fixed mindset.
- identify strategies for facing a challenge

Summer- Safety and the changing body (relationships. Sex and reproduction)

Objectives:

- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- 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 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.

- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
- The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women.
- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- That they have a choice to delay sex or to enjoy intimacy without sex.
- The facts about the full range of contraceptive choices, efficacy, and options available.
- The facts around pregnancy including miscarriage
- How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.
- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- How the use of alcohol and drugs can lead to risky sexual behaviour.
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
- That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
- The concepts of, and laws relating to, sexual consent, sexual exploitation, harassment, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
- Stereotypes and media impact.
- name some ways to cope with new or difficult emotions.
- describe some of the ways in which the media fuels the notion of a perfect body.
- describe the different types of loving relationships that exist.
- use a range of key vocabulary when discussing differences in sex, gender identity and sexual orientation.
- Online relationships
- Understand some of the reasons adults decide to drink or not drink alcohol.
- Understand some ways to check that a news story is real.
- Understand how they should behave online and the impact negativity can have.

- Understand of changes that take place during puberty.
- Understand the menstrual cycle and that a male and a female are needed to conceive a baby.
- Understand that a baby changes in the womb and some of the baby's requirements during the first months of life.
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Summer- PSHE & RE unit combined, Religion, peace, and conflict.

Objectives:

- evaluate ideas forgiveness and reconciliation
- explain why war occurs, examining the factors involved and discuss the main causes.
- Describe a just war and examine different views on war and the impact of this.
- To understand pacifism and why some people are pacifists.
- Understand terrorism and radicalisation, how people get drawn into terrorism, religious views on terrorism and terrorist attacks in our society.

Extra units to be covered in 'Life skills'/ themed event or week:

Economic well-being

Objectives:

- Understand feelings about money and the impact they can have.
- Explain how to safeguard money in both digital and physical environments.
- Know the money changes when moving to secondary school.
- Understand the risks of gambling.
- Explain how careers function in different settings and what roles and responsibilities come with them.
- Explore different career routes and their requirements.

Transition:

Objectives:

- Children to think about their individual strengths.
- Think about new skills they will gain as they go into secondary school.
- Increase their confidence and ease their worries about entering a new year group.

First aid:

Objectives:

- | | |
|--|---|
| | <ul style="list-style-type: none">• Understand the importance of considering one's own safety before helping others.• Understand how to help someone with bites and stings.• Learn basic first aid.• CPR training• Understand how to deal with an emergency.• Recognise when someone is choking; administer first aid to a casualty that is choking; and seek medical help if required for a choking casualty. |
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Appendix Two

Relationships Education

[Safeguarding: NSPCC PANTS rule with film.](#)

[Example of model primary curricula from Catholic Education.](#)

Relationships and Sex Education

Sexual health and relationships: up to date information on all aspects of sexual and reproductive health available on [Sexwise's website](#) which teachers may find helpful for their knowledge.

[Abuse in relationships: Disrespect NoBody from the Home Office and Government Equalities Office.](#)

[Consent: PSHE Association lesson plans](#) from the PSHE association.

[LGBT inclusivity: Stonewall lesson plans and materials for primary and secondary.](#)

Resources covering all contexts, including online, and specifically relationships and bullying, alcohol, smoking, stress, body image from [Public Health England website with videos made by young people and resources tested with teachers.](#)

Mental health

[Mental health and emotional wellbeing lesson plans from PSHE Association.](#)

[MindEd educational resources](#) on children and young people's mental health.

Online safety

[Education for a Connected World](#) is the UK Council for Internet safety (UKCCIS) framework of digital knowledge and skills for different ages and stages.

[Sexting advice from UKCCIS for schools](#) on preventative education and managing reports of sexting.

[Thinkuknow is the education programme from National Crime Agency \(NCA\) and Child Exploitation Online Programme \(CEOP\)](#), which protects children both online and offline. The site offers materials for parents, teachers and pupils on a wide range of online safety issues and facts about areas such as digital footprints, recognising fake websites and checking URLs.

PSHE

[PSHE Association Programme of study for KS1-5](#)

Drugs and alcohol

[Teacher training on drugs, alcohol and tobacco](#) - a training module for primary and secondary schools to use to train staff to teach about drugs, alcohol and tobacco.

Extremism and radicalisation

[Practical advice and information from Educate Against Hate](#) for teachers, teachers in leadership positions and parents on protecting children from extremism and radicalization.

Curriculum

[Non-statutory framework for Citizenship KS 1 and 2](#) (Non-statutory programme of study). Schools may wish to draw on the Citizenship programme of study in their planning.