



## Relationships and Sex Education Policy

This policy is underpinned by the commitment of Discovery Schools Academy Trust to ensure the entitlement for all pupils to be taught the statutory relationships and sex curriculum and to maintain an appropriate educational environment in which all can learn and achieve.

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<b>Applicable to</b>	All Discovery schools

### Document History

Version	Version Date	Author	Summary of Changes
V0.1	March 2019	Liz Braithwaite	Draft policy created
V0.1	April-July 2019	Liz Braithwaite	Consultation with Trust Board, Parents and Pupils
V1.0	September 2019	Liz Braithwaite	Changes made to policy in light of consultation comments. Final version presented to Trust Board and approved
V2.0	June 2023	Zack Minton	Review and restructure of policy. To be further updated in line with KCSIE23 and then put forward to trustees so it can be ratified.

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## 1. Purpose

The purpose of Discovery Trust's Relationships and Sex Education (RSE) policy is to promote the well-rounded development of pupils by ensuring the provision of high-quality, age-appropriate education on sex, relationships, and health. Our aim is to equip students with the knowledge and skills necessary to make responsible and informed decisions in their lives, while preparing them for the challenges and opportunities of adulthood. By complying with national guidelines and local regulations, we strive to create a safe and inclusive learning environment that fosters the spiritual, moral, social, cultural, mental, and physical growth of our pupils. Additionally, this policy seeks to provide relevant information and signpost students to external services that can offer further support.

## 2. Aims

The aims of relationships and sex education (RSE) in our trust are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

At Farndon Fields Primary School we believe:

- RSE is lifelong learning about ourselves including our emotions, self-esteem, relationships, rights and responsibilities and sex education.
- RSE is an entitlement for all young people. Difference and diversity must be considered when delivering RSE but not limit pupils' access to quality RSE education.
- Special educational needs or disability, gender, sexual orientation (LGBT) and age, nationality, religion, cultural and linguistic background, all affect access to RSE but are not a barrier.
- RSE is most effective when provided in the wider context of social and emotional development. In our school, successful RSE is firmly rooted in personal, social and health education (PSHE).
- RSE must enable young people to gain information, develop and transfer skills and explore attitudes and values, in order to support informed decision-making.
- RSE must ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect as set out in the Equality Act 2010.
- RSE curriculum should teach pupils how to keep themselves and their personal information safe while online.

### 3. Legal Framework

In our primary academies, we must provide relationships education to all pupils as per section 34 of the [Children and Social Work Act 2017](#). This legislation also requires us to provide RSE to all pupils at our secondary academies.

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

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

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

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

### 4. Policy Development

This policy has been developed in consultation with staff, pupils and parents (summer 2023 – curriculum content has not changed). The consultation and policy development process involved the following steps:

- Review – a member of staff or a working group of staff from each school/central trust education team pulled together all relevant information including relevant national and local guidance
- Staff consultation – staff across all schools were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy at their respective schools
- Pupil consultation – we investigated what exactly pupils want from their RSE
- Ratification – once amendments were made, the policy was shared with our Advisory Boards and the Board of Trustees for ratification

### 5. Definition

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

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

RSE is not about the promotion of sexual activity.

## **6. Organisation of Curriculum**

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

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

Primary sex education will focus on:

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

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

### **6.1. Primary Schools**

6.1.1. Each Trust primary school is required to deliver statutory relationships education and health education.

6.1.2. "Relationships education" is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

6.1.3. "Health education" is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

### **6.2. Secondary Schools**

6.2.1. Each Trust secondary school is required to deliver statutory relationships & sex education and health education.

6.2.2. Relationships & sex education (RSE)" is defined as teaching pupils about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.

6.2.3. "Health education" is defined as teaching pupils about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.

- 6.3. The majority of RSE, relationships education and health education curriculum will be delivered through PSHE education and pastoral form time programmes, with statutory elements taught via the science curriculum. (if its taught in other ways e.g. CORE Curriculum, please replace here)
- 6.4. The curriculum for RSE, relationships education and health education will be available on each Trust school's website.

## **7. Delivery of Curriculum**

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

Across our primary academies, relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

Pupils receive stand-alone sex education sessions delivered by the class teacher.

Our Curriculum for RSE (see Appendix 4) describes the elements of sex education which will be taught. The Curriculum is wholly consistent with the National Curriculum (2014), DfE and OfSTED guidance along with the statutory 2019 Relationships and Sex education guidance for pupil outcomes by the end of primary school (Appendix 5). It also reflects best practice described by the Sex Education Forum. Some elements of our RSE curriculum are part of the compulsory National Curriculum for Science (e.g. the biological aspects of puberty and reproduction) and some parts are based on non-statutory guidance from the PSHE Association.

We consider RSE to be a continuous process of learning, which begins well before the children enter our school and continues into adulthood. We have planned a progressive curriculum appropriate to each age group. All adults working with children have a part to play in supporting the delivery of RSE.

The objectives of the RSE Curriculum will be taught in:

PSHE through designated lessons, circle time, focused events, health weeks, Cambridge PSHE Services lessons. Other Curriculum areas, especially Science, RE and PE Enrichment activities, visits/online sessions from the NSPCC, social skills groups, involvement in school trips and adventurous activities, activities carried out as part of our development as a health promoting school.

Specific Units of Work on sex education are planned into our teaching programme every year in all year groups. Specific content on Puberty will be taught in Year 5 and revisited in Year 6.

We understand that at times children will benefit from varying methods of delivering the RSE curriculum. For example, we will use single-sex groups or small group teaching where this will help us to meet the needs of children more effectively, we will use team teaching where this enables us to

best use teacher expertise. We will ensure there are positive educational reasons for each method of delivery.

#### Use of visitors

Outside visitors, for example school nurses, are used to enhance the provision of RSE. They deliver the sessions in line with the RSE policy and are all DBS checked. School asks to see the materials visitors will use for a lesson plan in advance, so that we can ensure it meets the full range of pupils' needs (e.g. special educational needs) is age-appropriate and accessible to all.

**Key Stage 1** Laying the foundations of understanding about growth and change, differences and respect for one another within friendships and relationships. Keeping safe. Promoting self-esteem and wellbeing.

**Key Stage 2** Preparation for the changes of puberty, teaching conception and pregnancy, and expanding on how to treat each other/respect within friendships and relationships. Keeping safe. Promoting self-esteem and wellbeing.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

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

Across our secondary academies, RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers

amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

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

7.1. Curriculum development and delivery will adhere to the DfE (2020) 'Teaching about relationships, sex and health' guidance.

7.2. The RSE, relationships education and health education curriculum will be delivered by appropriately trained members of staff, using units such as; the DfE CPD RSE training units.

7.3. The curriculum will proactively address issues in a timely way in line with current evidence on pupil's physical, emotional, and sexual development, as relevant.

7.4. RSE, relationships education and health education will be delivered in a non-judgemental, age-appropriate, factual, and inclusive way that allows pupils to ask questions in a safe environment.

7.5. Classes may be taught in gender-segregated groups dependent on the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.

7.6. Throughout every year group, appropriate diagrams, videos, books, games, discussion, and practical activities will be used to assist learning. Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils.

7.7. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's Acceptable Usage policies.

7.8. Teachers will establish what is appropriate for one-to-one and whole class settings and alter their teaching of the programmes accordingly.

7.9. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.

7.10. Schools are responsible for ensuring that speakers, tools, and resources do not denounce capitalism or undermine the fundamental British values of democracy; the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

7.11. Schools should not under any circumstances use resources produced by organisations that take extreme political stances on matters. This is the case even if the material itself is not extreme, as the use of it could imply endorsement or support of the organisation.

## **8. Equality and accessibility**

8.1. The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of their; Age, Sex, Race, Disability,

Religion or belief, Gender reassignment, Pregnancy or maternity, Marriage or civil partnership, Sexual orientation.

8.2. The school will consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for pupils with the above protected characteristics.

8.3. The school understands that pupils with SEND are entitled to learn about RSE and health education, and the curriculum will be designed to be inclusive of all pupils.

8.4. The school is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND – teachers will understand that they may need to liaise with the SENCO and be more explicit and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND.

8.5. Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate, developmentally appropriate and is delivered with reference to the law.

8.6. The school will take steps to foster healthy and respectful peer-to-peer communication and behaviour between all pupils and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic.

8.7. The school will be actively aware of everyday issues such as sexism, misogyny, homophobia, and gender stereotypes and take positive action to build a culture within which these are not tolerated. Any occurrences of such issues will be identified and tackled promptly.

8.8. The school will make clear that sexual violence and sexual harassment are not acceptable and will not be tolerated. Any reports of sexual violence or sexual harassment will be handled in accordance with the school's Behaviour Policy.

## **9. Use of external organisations and materials**

Any agency and any materials used are appropriate and in line with our legal duties around political impartiality.

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

Our academies **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with pupils' developmental stage
  - Comply with:
    - This policy

- The [Teachers' Standards](#)
  - The [Equality Act 2010](#)
  - The [Human Rights Act 1998](#)
  - The [Education Act 1996](#)
- Only work with external agencies where they have full confidence in the agency, its approach, and the resources it uses
  - Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
  - Review any case study materials and look for feedback from other people the agency has worked with
  - Be clear on:
    - What they're going to say
    - Their position on the issues to be discussed
  - Ask to see in advance any materials that the agency may use
  - Know the named individuals who will be there, and follow usual safeguarding procedures for these people
  - Conduct a basic online search and address anything that may be of concern to the school, or to parents and carers
  - Check the agency's protocol for taking pictures or using any personal data they might get from a session
  - Remind teachers that they can say "no" or, in extreme cases, stop a session
  - Make sure that the teacher is in the room during any sessions with external speakers
- Our academies **won't**, under any circumstances:
- Work with external agencies that take or promote extreme political positions
  - Use materials produced by such agencies, even if the material itself is not extreme

## 10. Roles and responsibilities

### 10.1 The board of trustees

The board of trustees will approve the RSE policy at Trust level.

### 10.2 Advisory Board

Advisory Boards are responsible for supporting the implementation of the policy at their school and reporting issues to the Head of Safeguarding and CEO if they occur.

### 10.3 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across their school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 11).

#### **10.4 Staff**

Staff are responsible for:

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

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher. All class teachers are involved in the teaching of RSE.

#### **10.5 PSHE Lead**

The role of the PSHE Lead at our school includes the responsibility of reviewing and evaluating the Relationships and Sex Education (RSE) programme. The PSHE Lead will report to the Head Teacher regarding this task.

To support staff in their planning and delivery of the 'Curriculum for RSE,' the PSHE Lead will assist by providing lesson plans and activities for colleagues. They will also gather assessments, liaise with PSHE advisors, plan INSET to meet staff needs, and coordinate with visitors who support the RSE curriculum.

#### **10.6 Pupils**

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

### **11. Parents' right to withdraw**

**11.1** Parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE (secondary schools only).

**11.2.** Parents do not have a right to withdraw their child from the relationships or health elements of the programmes.

**11.3.** Requests to withdraw a child from sex education must be made in writing to the headteacher or nominated deputy.

**11.4.** Before granting a withdrawal request, the headteacher (or nominated deputy) will discuss the request with the parents and, as appropriate, the child, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum.

**11.5.** They will inform parents of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have.

**11.6.** All discussions with parents will be documented. These records will be kept securely.

**11.7.** Following discussions with parents, the school will respect the request to withdraw their child up to and until three terms before the child turns 16, except in exceptional circumstances. After this point, if the child wishes to receive RSE rather than be withdrawn, the school will plan to provide the child with RSE.

**11.8.** Pupils who are withdrawn from RSE will receive appropriate, purposeful education during the full period of withdrawal.

**11.9.** For requests concerning the withdrawal of a pupil with SEND, the headteacher may take the pupils' specific needs into account when making their decision.

## **12. Safeguarding and Confidentiality**

12.1. All pupils will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.

12.2 To meet DfE best practice advice, the DSL will be involved in the formulation of safeguarding-related areas of the curriculum, as the knowledge and resources may help to address safeguarding issues more appropriately and effectively.

12.3. When teaching issues that are particularly sensitive for pupils of all ages, e.g. self-harm or suicide, teachers will be made aware of the risks of inadvertently encouraging, or providing instructions to, pupils. Teaching of these subjects will always prioritise preventing self-harm or suicide as a central goal.

12.4 Confidentiality within the classroom is an important component of RSE and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.

12.5 Teachers will, however, understand that some aspects of RSE may lead to a pupil raising a safeguarding concern, e.g. disclosing that they are being abused, and that if a disclosure is made, the DSL will be alerted immediately.

12.6 Pupils will be made aware of how to raise their concerns or make a report, and how their report will be handled – this includes the process for when they have a concern about a peer.

## **13. Training**

13.1. Training will be provided by the RSE and health education subject leader, alongside other school leaders and selected outside agencies.

13.2. Training will be delivered to the relevant members of staff on a regular basis to ensure they are up to date with the RSE and health education curriculum.

13.3. Training materials will be based on the Department for Education RSE CPD units.

13.4. Training will be focussed on both subject knowledge and pedagogical theory relating to methods of delivery e.g. distancing techniques.

13.5. Training will also be scheduled around any updated guidance on the curriculum and any new developments, which may need to be addressed in relation to the curriculum.

13.6. Appropriately trained staff will be able to give pupils information on where and how to obtain confidential advice, counselling, and treatments.

## Appendix 1: Curriculum

Farndon Fields Primary School have a detailed 'PSED, PSHE, RSE Sequence and Progression' document that outlines the key knowledge and vocabulary to be taught in each unit for each year group. This can be found on our website [Farndon Fields PSHE/RSE Curriculum](#)



PSED, PSHE, RSE Sequence and Progression						
<p>'Children are the living messages we send to a time we will not see' Neil Postman (1982)</p>						
<p><b>Being a Responsible Human Being and Citizen</b> <b>Intent statement</b></p>						
<p>Children's personal, social and emotional development is crucial for children to lead a healthy and happy life and is fundamental to their cognitive development. As a school we value diversity and foster mutual respect, modelling and inspiring attributes in children such as respect, courtesy and honesty. These underpin and inform the relationships we have, between children and between adults and children. This is evident across our whole school context through our focus on ethos, environment and relationships. It is also delivered through a discrete curriculum program and weaves throughout a range of other subject areas taught within the school curriculum.</p> <p>PSED, PSHE, RSE and the environment and approaches used to deliver it, enable pupils to build their resilience to cope with change and prepare them for the future by providing a safe environment for debating controversial issues helping them to understand how they can influence and participate in decision making, not only in their own lives but on a local, national and global scale too. It also helps to develop an understanding and appreciation of the wide cultural influences that have shaped their own heritage and those of others.</p> <p>The statutory Relationships Education, Relationships and Sex Education and Health Education guidance is taught through our existing PSHE program. Current learning is linked explicitly to previous learning and the school's approaches are informed by current research and pedagogy about how pupils learn best. Teaching clearly explains the knowledge and concepts needed and provides opportunities for children to practise and apply knowledge and concepts so they are embedded in long term memory and build towards a coherent understanding of the topic.</p> <p>Our approach develops children's ability to be reflective in their own beliefs that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values. It allows children to recognise the difference between right and wrong and to apply this understanding in their own lives, recognise legal boundaries and in doing so respect the civil and criminal law of England. It builds a range of social skills in different contexts and gives children the opportunity to work and socialise with other children from a different religious, ethnic and socio-economic backgrounds.</p>						
<a href="#">EYFS</a>	<a href="#">Year 1</a>	<a href="#">Year 2</a>	<a href="#">Year 3</a>	<a href="#">Year 4</a>	<a href="#">Year 5</a>	<a href="#">Year 6</a>



### Whole School Overview Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
SEAL	<i>New Beginnings</i>	<i>Getting on and Falling out</i>	<i>Going for Goals</i>	<i>Good to be Me</i>		
EYFS	Beginning & Belonging: BBF	Identities and Diversity: IDF (ASHA Week) Family & Friends (inc. Antibullying): FFF	Me and My World: MWF My Emotions: MEF	Me and My World: (Heritage Week) My Body & Growing Up: BGF	Keeping Safe (Inc. Drug Education) KSF  Protective Behaviours (2023)	Healthy Lifestyles: HLF
Year 1	Beginning & Belonging: BB12 Protective Behaviours (Sept 2023)	Family and Friends: FF12 Anti-Bullying: AB12	Diversity & Communities: DC12	Relationships & Sex Education: RS1 Drug Education: DE12	Personal Safety: PS12	Healthy Lifestyles: HL12
Year 2	Rights, Rules and Responsibilities: RR12 Protective Behaviours (Sept 2023)	My Emotions: ME12 Anti-Bullying: AB12	Working Together: WT12 Financial Capability: FC12	Relationships & Sex Education: RS2	Managing Safety & Risk: MSR12	Managing Change: MC12  <i>Digital Lifestyles</i>
Year 3	Beginning & Belonging: BB34 Protective Behaviours (Sept 2023)	Family and Friends: FF34 Anti-Bullying: AB34	Diversity & Communities: DC34	Drug Education: DE34 Relationships & Sex Education: RS3	Personal Safety: PS34	Healthy Lifestyles: HL34
Year 4	Rights, Rules and Responsibilities: RR34 Protective Behaviours (Sept 2023)	My Emotions: ME34 Anti-Bullying: AB34	Working Together: WT34 Financial Capability: FC34	Relationships & Sex Education: RS4	Managing Safety & Risk: MSR34	Managing Change: MC34  <i>Digital Lifestyles</i>
Year 5	Beginning & Belonging: BB56 Protective Behaviours (Sept 2023)	Family and Friends: FF56 Anti-Bullying: AB56	Diversity & Communities: DC56	Drug Education: DE56 Relationships & Sex Education: RS5	Personal Safety: PS56	Healthy Lifestyles: HL56
Year 6	Rights, Rules and Responsibilities: RR56 Protective Behaviours (Sept 2023)	My Emotions: ME56 Anti-Bullying: AB56	Working Together: WT56 Financial Capability: FC56	Relationships & Sex Education: RS6	Managing Safety & Risk: MSR56	Managing Change: MC56  <i>Digital Lifestyles</i>

## EYFS

<b>Term:</b> EYFS Autumn 1	<b>Topic title:</b> All About Me	
<b>Links to prior learning</b>	PSED Progression Map 3-4 Years	
<b>Early Learning Goals</b>	<b>Key knowledge and Vocabulary</b>	
<b>Self-Regulation:</b> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, begin to regulate behaviour accordingly</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> </ul> <b>Managing Self:</b> <ul style="list-style-type: none"> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly</li> </ul> <b>Building Relationships:</b> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others</li> <li>Form positive attachments to adults and friendships with peers</li> <li>Show sensitivity to their own and others' needs</li> </ul>	<b>MMR1 BBF: Beginning and Belonging</b> <b>Being Special (A)</b> I know how I am special and what is special about other people in my class <b>Working Together (C)</b> I know who and how to ask for help if I need it I know how to welcome new children to the class I am beginning to understand how people's behaviour makes other people feel I am beginning to respect the needs of other children in the class I am beginning to understand how to play and work alongside others in school	<b>Being Special (A)</b> special, similar, different, personal, likes, dislikes  <b>Working Together (C)</b> worries, belong, feelings, friend, welcome, fair, unfair, kind, unkind, rules, share, take turns,
<b>Relationships, Sex and Health Education Links</b> <b>SMSC / British Values / Prevent Agenda</b>	<i>Families &amp; People Who Care for Me, Caring Friendships, Respectful Relationships</i> <i>So, M, C / Rules &amp; the law, responsibility for behaviour, respect for others, tolerance and harmony, discrimination / When, where and how to get help</i>	
<b>Links to future learning</b>	Year 1 - Beginning and Belonging BB12	

## Year 1

<b>Term:</b> Year 1 Autumn 1	<b>Topic title:</b> This is me!	
<b>Links to prior learning:</b> EYFS - Beginning & Belonging BBF		
<b>Statutory Relationships / Health Education:</b>	<b>Key knowledge and Vocabulary</b>	
<b>MMR BB12:</b> <b>Relationships Education:</b> <i>Respectful Relationships (RR)</i> <ul style="list-style-type: none"> <li>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.</li> <li>the conventions of courtesy and manners.</li> <li>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.</li> </ul> <i>Caring Friendships (CF)</i> <ul style="list-style-type: none"> <li>how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> </ul> <i>Being Safe (BS)</i> <ul style="list-style-type: none"> <li>where to get advice e.g. family, school and/or other sources.</li> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>how to report concerns or</li> </ul> <i>Mental Wellbeing (MW)</i> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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).</li> </ul>	<b>MMR BB12: Beginning and Belonging</b> <b>Helping the classroom feel a safe place (A)</b> <i>I understand simple ways to help my school feel like a safe, happy place (RR)</i> <b>Building Relationships (B)</b> <i>I know how to get to know people in my class (CF)</i> <b>Coping with new Situations (C)</b> <i>I can describe how I feel when I am doing something new (MW)</i> <i>I know how to make someone feel welcome in my class (MW)</i> <i>I know what helps me manage in new situations (MW)</i> <b>Sources of Support (D)</b> <i>I know who can help me at home and at school (BS)</i>	
<b>Protective Behaviours (Sept 2023)</b> <b>SMSC / British Values / Prevent Agenda:</b> <i>So, M, C / respect for others, tolerance and harmony / When, where and how to get help (safety circles / networks of support)</i>		
<b>Links to future learning:</b> Year 3 Beginning and Belonging BB34		

**Units that contribute to the different aspects of Spiritual, Moral, Social and Cultural agenda:**

<b>Social Development</b>	<b>Moral Development</b>
Beginning and Belonging	Rights, Rules and Responsibilities
Rights, Rules and Responsibilities	Anti-bullying
My Emotions	Diversity and Communities
Family and Friends	Financial Capability
Working Together	Managing Risk
Anti-bullying	Drug Education
Diversity and Communities	Safety Contexts
Managing Risk	(Beginning and Belonging)
Personal Safety	(Family and Friends)
Sex and Relationships Education: SR2, SR4, SR6	(Working Together)
Healthy Lifestyles	(Sex and Relationships Education: SR2, SR4, SR6)
<b>Spiritual Development</b>	<b>Cultural Development</b>
My Emotions	Beginning and Belonging
Working Together	Diversity and Communities
Sex and Relationships Education: SR1, SR3, SR5	(Rights, Rules and Responsibilities)
Managing Change	(Family and Friends)
(Sex and Relationships Education: SR2, SR4, SR6)	(Anti-bullying)

**Units that promote British Values:**

Strand	Theme	Aspects of British Values
Myself and My Relationships	My Emotions	Self knowledge and self esteem and responsibility for behaviour
Myself and My Relationships	Family and Friends	Respect for others, tolerance and harmony
Myself and My Relationships	Anti-bullying	Rules and the law, responsibility for behaviour, respect for others, tolerance and harmony, discrimination
Citizenship	Rights, Rules and Responsibilities	Responsibility for behaviour, rules and the law, public institutions (including parliament), democracy, having a voice and making a positive contribution
Citizenship	Diversity and Communities	Respect for others, tolerance and harmony between different cultural traditions, discrimination, contributing to their locality and to society
Citizenship	Working Together	Self knowledge and self confidence, responsibility for behaviour, showing initiative, having a voice and making a positive contribution
Economic Wellbeing	Financial Capability	Charitable organisations

Part of our requirement to provide Spiritual, Moral, Social and Cultural development, demonstrate how we promote British Values and address life in modern Britain. These units contribute to these agendas, alongside and within our school's ethos and approach to a range of areas of school life.

**Units that support the Prevent Agenda:** Teaching and learning in areas that contribute to the Prevent agenda takes place within a context of a whole school approach that includes an ethos, environment, relationships and policies that enable the safeguarding of the whole school community. Our school's development of shared values and meeting the 'British Values' agenda, is integrally linked to Prevent. Safeguarding training and policies include Prevent, and all staff know and follow policies and procedures when they have concerns about any individual children in relation to this.

Strand	Theme	Aspects of Prevent
Myself and My Relationships	Beginning and Belonging (and other themes, e.g. Personal Safety, My Emotions)	When, where and how to get help (safety circles / networks of support).
Myself and My Relationships	My Emotions	Self esteem, resilience, confidence, managing emotions
Myself and My Relationships	Anti-bullying	Mutual respect and understanding
Citizenship	Rights, Rules and Responsibilities	Democracy, government, rules / laws, responsibilities, debates. Understanding values. Critical thinking
Citizenship	Working Together	Resilience, determination, confidence.
Citizenship	Diversity and Communities	Diversity of national, regional, religious and ethnic identities in the UK. Mutual respect and understanding.
Healthy and Safer Lifestyles	Understanding and Managing Risk	Recognising and managing risk Making safer choices. Resisting pressures.
Healthy and Safer Lifestyles	Personal Safety	Pressure from others that threatens their safety and wellbeing.

Work with children that supports this agenda is delivered throughout the curriculum, in structured lessons and beyond (for example through assemblies, educational visits, school and class council).

Positive and healthy relationships between staff and children / young people, between the school and home and the community, and between children and young people themselves are an essential part of safeguarding in this context.

## **Keystage one: Growing and changing, making babies, explore respect, friendship and kindness**

How it could be taught

Growing and Changing:

- Using animals to explain how they grow (visit to a farm)
- Relating this to children - changes that have happened since they were a baby; What they can do now; Talking, toilet trained, feeding themselves, dressing themselves and starting to take care of their personal hygiene (cleaning teeth, washing face and hands etc)
- Briefly mentioning older siblings wanting to do different things (12yr old brother getting bigger and moody – introducing the concept of puberty but no more than mentioning that we continue to grow until we are an adult)
- Using the life cycle of a human being
- Differences to boys and girls

Making Babies:

- Introducing concept of where babies come from - Mummy's tummy.
- Seed inside the Daddy, egg inside the mummy.
- The penis connects to the vagina and the baby is created, it develops and grows until its ready to come out.
- Pregnancy – the womb being a special place where the baby grows and comes out when its ready

Respect / friendship and kindness:

- Expect respect lesson plans
- Bullying
- Kindness
- How to treat each other

## **Keystage two: Puberty, hormones and emotional changes, explore relationships, kindness and friendships, bullying.**

How could it be taught

Taking care of your emotional health:

- Relationships with parents and friends

Specific gender changes including:

- Wet-dreams
- Masturbation (not actively taught)
- Periods
- Breast development

Hygiene:

- How to keep clean and take care of yourself as you are growing

Sex:

- What is love, including trust, respect and communication.
- Discussion on sex including; Knowing someone well and trusting them. People have sex for different reasons, they enjoy it, they want to have a baby or they don't want to have a baby so they use contraception.
- Conception / pregnancy
- Two women or two men could love each other (not actively taught)
- Family models – different families, what is a family?
- FPA interactive resources – 'Growing up with Yasmine and Tom'

**Links to information regarding the 'PANTS' programme in schools**

<https://www.nspcc.org.uk/globalassets/documents/schools/underwear-rule-resources-lessonplan.pdf>

<https://www.nspcc.org.uk/globalassets/documents/schools/underwear-rule-teaching-resourceguidance.pdf>

**The teaching programme**

**Nursery/foundation**

Personal, social and emotional development involves helping children to develop a positive sense of

themselves, and others; to form positive relationships and develop respect for each other; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have the confidence in their own abilities. (DFE, 2017)

### **Year 1 and year 2**

Noticing that animals, including humans have offspring which grow into adults. Find out and describe the basic needs of animals including humans for basic survival. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

### **Lower key stage 2 (Yr. 3 and 4)**

Identify that animals, including humans need the right types and amount of nutrition and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some animals have skeletons and muscles for support, protection and movement.

### **Upper key stage 2 (Yr 5 and 6)**

Describe the differences in the lifecycles of a mammal and amphibian and insect and a bird. Describe the life process of reproduction in plants and animals. Describe the changes as humans develop to old age. Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans by finding out and recording the length and mass of a baby as it grows. (Sept. 2013 national curriculum)

The RSE programme will complement the content of new curriculum for science 2013 for years 1 – 6.

**Appendix 2: By the end of primary school pupils should [know](#)**

TOPIC	PUPILS SHOULD KNOW
<p>Families and people who care about me</p>	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
<p>Caring friendships</p>	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>
<p>Respectful relationships</p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

**Appendix 4: Parent form: withdrawal from sex education within RSE**

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	