

# **Relationships Education Policy**

**Reviewed on: November 2020**

**Next review: November 2021**

## **St George's CEP School Wrotham Kent**



**Ratified by Full Governing Body on  
26<sup>th</sup> November 2020**

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# 1. Statutory requirements

Statutory Guidance for Relationships Education, Relationship and Sex Education (RSE) and Health Education, published by the Department for Education (DfE) in June 2019, outlines what schools need to cover from September 2020.

Many schools, like ourselves, have already been teaching Relationships Education through Personal, Social, Health and Citizenship Education (PSHCE) alongside explicit teaching in areas such as Drug Education, Online Safety, British and Christian Values, Science and PE.

Sex Education has not been made compulsory in primary schools though the Department for Education ‘continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.’

At St George’s Church of England Primary School, we teach Relationships Education as set out in this policy.

## 2. Aims

The aims of Relationships Education at our school are to:

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

## 3. Policy development

This policy has been developed in consultation with staff, children and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to ask questions and make comments about the policy
4. Child consultation – we investigated what exactly children want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## **4. Definition**

Relationships Education is about the emotional, social and cultural development of children, and involves learning about relationships, healthy lifestyles, diversity, personal identity and sex education.

Relationships Education involves a combination of sharing information, and exploring issues and values.

Relationships Education is not about the promotion of sexual activity.

## **5. Curriculum**

Our curriculum is set out as per Extended School Overview but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, children and staff, taking into account the age, needs and feelings of children.

Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how their bodies change during puberty, what menstruation is and how it affects women. We always teach this with due regard for the emotional development of the children.

If children ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online. Children will be encouraged to discuss any unanswered questions at home with parents/carers.

## **6. Delivery of Relationships Education**

Relationships Education is taught within the personal, social, health and economic (PSHCE) education curriculum. Biological aspects of Relationships Education are taught within the science curriculum, and other aspects are included in the computing and physical education (PE) curriculum.

Girl's in year 5 receive a standalone curriculum session which focuses on menstruation.

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
- Preparing boys and girls for the changes that adolescence brings

For more information about our Relationships Education curriculum, see Appendix 1 and Developing Relationships (including Growing and Changing) Appendix 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).

## **7. Roles and responsibilities**

### **7.1 The governing body**

The governing body will approve the Relationships Education policy, and hold the Headteacher to account for its implementation.

### **7.2 The Headteacher**

The Headteacher is responsible for ensuring that Relationships Education is taught consistently across the school.

### **7.3 Staff**

Staff are responsible for:

- Delivering Relationships Education in a sensitive way
- Modelling positive attitudes to Relationships Education
- Monitoring progress
- Responding to the needs of individual children

Staff do not have the right to opt out of teaching Relationships Education. Staff who have concerns about teaching Relationships Education are encouraged to discuss this with the Headteacher.

Class teachers are responsible for teaching Relationships Education at St George's Church of England Primary School.

### **7.4 Confidentiality**

Teachers conduct Relationships Education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or a disclosure of a safeguarding nature, then the teacher will take the matter seriously and deal with it as a matter of child protection. In these circumstances the teacher will talk to the child as a matter of urgency following protocols laid down in the child protection policy. If the teacher has concerns, they will draw their concerns to the attention of the Head teacher. The Head teacher will then deal with the matter in consultation with health care professionals. (See also Child Protection Policy)

## **7.5 Children**

Children are expected to engage fully in Relationships Education and, when discussing issues related to Relationships Education, treat others with respect and sensitivity.

## **7.6 Parents**

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we will:

- Inform parents about the school's Relationships Education policy and practice
- Answer any questions that parents may have
- Take seriously any issue that parents raise with teachers or governors about this policy or its arrangements in the school.

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

Parents do not have the right to withdraw their children from Relationships Education at St George's CE Primary School as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

## **9. Training**

Staff are trained on the delivery of Relationships Education and it is included in our continuing professional development calendar.

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching Relationships Education where required.

## **10. Monitoring arrangements**

The delivery of Relationships Education is monitored by Natasha Brownfield, SLT through a range of methods including planning, learning walks, pupil interviews.

Children's development in Relationships Education is monitored by class teachers as part of our internal assessment systems. See Appendix 3 for Relationships Education expectations at the end of primary school.

This policy will be reviewed by Governing Body annually. At every review, the policy will be approved by the Governing Body.



## Relationships Education Overview (KS1)

Class	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Reception</b>	<b>PSHCE</b> New beginnings (SEAL) (through circle time)	<b>PSHCE</b> Getting on and falling out (SEAL) Say no to bullying (through circle time)	<b>PSHCE</b> Going for goals (SEAL) (through circle time)	<b>PSHCE</b> Good to be me (SEAL) (through circle time)	<b>PSHCE</b> Relationships (SEAL) (through circle time)	<b>PSHCE</b> Changes (SEAL) (through circle time)
	<b>CHRISTIAN VALUE: KINDNESS</b>	<b>CHRISTIAN VALUE: COURAGE</b>	<b>CHRISTIAN VALUE: RESPECT</b>	<b>CHRISTIAN VALUE: FORGIVENESS</b>	<b>CHRISTIAN VALUE: HONESTY</b>	<b>CHRISTIAN VALUE: HOPE</b>
	<b>BRITISH VALUE: MUTUAL RESPECT AND TOLERANCE OF OTHERS</b>	<b>BRITISH VALUE: RULE OF LAW</b>  Why do we have rules?	<b>BRITISH VALUE: INDIVIDUAL LIBERTY</b>	<b>BRITISH VALUE: MUTUAL RESPECT AND TOLERANCE OF OTHERS</b>	<b>BRITISH VALUE: DEMOCRACY</b>	<b>BRITISH VALUE: INDIVIDUAL LIBERTY</b>
	<b>RSE</b> PANTS	<b>HEALTH &amp; DRUG EDUCATION</b> Handwashing	<b>RSE</b> Naming body parts	<b>HEALTH &amp; DRUG EDUCATION</b> Being clean and healthy	<b>RSE</b> Gender stereotyping	<b>HEALTH &amp; DRUG EDUCATION</b> Healthy food plate
	<b>ON LINE SAFETY</b> Using the internet for a purpose	<b>ON LINE SAFETY</b> Going places safely	<b>ON LINE SAFETY</b> Share my feelings	<b>ON LINE SAFETY</b> Difference between real/online world	<b>ON LINE SAFETY</b> Log on and password	<b>ON LINE SAFETY</b> Whole school competition

Class	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 1</b>	<b>PSHCE</b> New beginnings (SEAL) (through circle time) Link to <b>GO GIVERS</b> Introduce characters with pictures	<b>PSHCE</b> Getting on and falling out (SEAL) Say no to bullying (through circle time) Link to <b>GO GIVERS</b> Little Red Hen Bullying:I won't be made to feel bad	<b>PSHCE</b> Going for goals (SEAL) (through circle time)	<b>PSHCE</b> Good to be me(SEAL) (through circle time)	<b>PSHCE</b> Relationships (SEAL) (through circle time) Link to  <b>GO GIVERS</b> Good Neighbours	<b>PSHCE</b> Changes (SEAL) (through circle time) Link to  <b>GO GIVERS</b> Essential, Desirable Non-Essential Everybody, Somebody, Anybody, Nobody
	<b>CHRISTIAN VALUE: KINDNESS</b>	<b>CHRISTIAN VALUE: COURAGE</b>	<b>CHRISTIAN VALUE: RESPECT</b>	<b>CHRISTIAN VALUE: FORGIVENESS</b>	<b>CHRISTIAN VALUE: HONESTY</b>	<b>CHRISTIAN VALUE: HOPE</b>
	<b>BRITISH VALUE: MUTUAL RESPECT AND TOLERANCE OF OTHERS</b>	<b>BRITISH VALUE: RULE OF LAW</b> Parliament Week	<b>BRITISH VALUE: INDIVIDUAL LIBERTY</b>	<b>BRITISH VALUE: MUTUAL RESPECT AND TOLERANCE OF OTHERS</b>	<b>BRITISH VALUE: DEMOCRACY</b> Elections / voting	<b>BRITISH VALUE: INDIVIDUAL LIBERTY</b>
	<b>RSE</b> Friendships	<b>DRUG EDUCATION</b> What makes me healthy?	<b>RSE</b> Naming body parts	<b>DRUG EDUCATION</b> Who helps me?	<b>RSE</b> Keeping secrets	<b>DRUG EDUCATION</b> Medicines and me
	<b>ON LINE SAFETY</b> Going places safely	<b>ON LINE SAFETY</b> ABC Searching	<b>ON LINE SAFETY</b> Keep it Private	<b>ON LINE SAFETY</b> My Creative work	<b>ON LINE SAFETY</b> Sending email	<b>ON LINE SAFETY</b> Whole school competition
	<b>MENTAL HEALTH</b> Feelings	<b>HEALTHY LIVING</b> Recognising fruit and veg	<b>MENTAL HEALTH</b> Good and not so good feelings	<b>HEALTHY LIVING</b> Drinking water	<b>MENTAL HEALTH</b> Big feelings	<b>HEALTHY LIVING</b> Exercise and heart rate



Class	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 2</b>	<b>PSHCE</b> New beginnings (SEAL) (through circle time) <i>Link to</i> <b>GO GIVERS</b> Who's Afraid?	<b>PSHCE</b> Getting on and falling out (SEAL) Say no to bullying (through circle time) <i>Link to</i> <b>GO GIVERS</b> More Than One Friend	<b>PSHCE</b> Going for goals (SEAL) (through circle time)	<b>PSHCE</b> Good to be me (SEAL) (through circle time)	<b>PSHCE</b> Relationships (SEAL) (through circle time) <i>Link to</i>  <b>GO GIVERS</b> My Mum Doesn't Live Here Anymore	<b>PSHCE</b> Changes (SEAL) (through circle time)
	<b>CHRISTIAN VALUE: KINDNESS</b>	<b>CHRISTIAN VALUE: COURAGE</b>	<b>CHRISTIAN VALUE: RESPECT</b>	<b>CHRISTIAN VALUE: FORGIVENESS</b>	<b>CHRISTIAN VALUE: HONESTY</b>	<b>CHRISTIAN VALUE: HOPE</b>
	<b>BRITISH VALUE: MUTUAL RESPECT AND TOLERANCE OF OTHERS</b>	<b>BRITISH VALUE: RULE OF LAW</b> Parliament Week	<b>BRITISH VALUE: INDIVIDUAL LIBERTY</b>	<b>BRITISH VALUE: MUTUAL RESPECT AND TOLERANCE OF OTHERS</b>	<b>BRITISH VALUE: DEMOCRACY</b> Elections / voting	<b>BRITISH VALUE: INDIVIDUAL LIBERTY</b>
	<b>RSE</b> Friendships	<b>DRUG EDUCATION</b> To understand how medicines work in the body	<b>RSE</b> Life cycles of animals	<b>DRUG EDUCATION</b> How do medicines get into the body?	<b>RSE</b> Same love for different families	<b>DRUG EDUCATION</b> To know that substances other than medicines contain drugs
	<b>ON LINE SAFETY</b> Staying safe online	<b>ON LINE SAFETY</b> Follow the Digital Trail	<b>ON LINE SAFETY</b> Screen out the Mean	<b>ON LINE SAFETY</b> Using Keywords	<b>ON LINE SAFETY</b> Sites I like	<b>ON LINE SAFETY</b> Whole school competition
	<b>MENTAL HEALTH Feelings</b>	<b>HEALTHY LIVING</b> Major bones	<b>MENTAL HEALTH Good and not so good feelings</b>	<b>HEALTHY LIVING</b> Protein	<b>MENTAL HEALTH</b> Big feelings	<b>HEALTHY LIVING</b> Healthy lunch box



## Relationships Education Overview (KS2)

Class	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 3</b>	<b>PSHCE</b> New beginnings (SEAL) (through circle time)	<b>PSHCE</b> Getting on and falling out (SEAL) Say no to bullying (through circle time) Link to <b>GO GIVERS</b> Bullying: I won't be made to feel bad	<b>PSHCE</b> Going for goals (SEAL) (through circle time) Link to <b>GO GIVERS</b> Schools Are For Learning	<b>PSHCE</b> Good to be me (SEAL) (through circle time)  Link to <b>GO GIVERS</b> All About Me (KS1)	<b>PSHCE</b> Relationships (SEAL) (through circle time)  Link to <b>GO GIVERS</b> You Scratch My Back (KS1)	<b>PSHCE</b> Changes (SEAL) (through circle time)
	<b>CHRISTIAN VALUE: KINDNESS</b>	<b>CHRISTIAN VALUE: COURAGE</b>	<b>CHRISTIAN VALUE: RESPECT</b>	<b>CHRISTIAN VALUE: FORGIVENESS</b>	<b>CHRISTIAN VALUE: HONESTY</b>	<b>CHRISTIAN VALUE: HOPE</b>
	<b>BRITISH VALUE: MUTUAL RESPECT AND TOLERANCE OF OTHERS</b>	<b>BRITISH VALUE: RULE OF LAW</b> Parliament Week	<b>BRITISH VALUE: INDIVIDUAL LIBERTY</b>	<b>BRITISH VALUE: MUTUAL RESPECT AND TOLERANCE OF OTHERS</b>	<b>BRITISH VALUE: DEMOCRACY</b> Elections / voting	<b>BRITISH VALUE: INDIVIDUAL LIBERTY</b>
	<b>RSE</b> Differences between males and females	<b>DRUG EDUCATION</b> Risks and consequences	<b>RSE</b> Naming body parts for reproduction	<b>DRUG EDUCATION</b> Using drugs correctly	<b>RSE</b> Personal Space	<b>DRUG EDUCATION</b> Peer pressure
	<b>ON LINE SAFETY</b> Powerful passwords	<b>ON LINE SAFETY</b> My online community	<b>ON LINE SAFETY</b> Things for sale	<b>ON LINE SAFETY</b> Show Respect online	<b>ON LINE SAFETY</b> Writing Good emails	<b>ON LINE SAFETY</b> Whole school competition

	<b>MENTAL HEALTH</b> Everyday feelings	<b>HEALTHY LIVING</b> Dairy	<b>MENTAL HEALTH</b> Expressing feelings	<b>HEALTHY LIVING</b> Eat well plate	<b>MENTAL HEALTH</b> Managing feelings	<b>HEALTHY LIVING</b> Where's it from?
<b>Class</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Year 4</b>	<b>PSHCE</b> New beginnings (SEAL) (through circle time) <i>Link to</i> <b>GO GIVERS</b> The Golden Rule Rules	<b>PSHCE</b> Getting on and falling out (SEAL) Say no to bullying (through circle time) <i>Link to</i> <b>GO GIVERS</b> Turning Problems Around	<b>PSHCE</b> Going for goals (SEAL) (through circle time) <i>Link to</i> <b>GO GIVERS</b> Have A Banana Resilient Learner	<b>PSHCE</b> Good to be me(SEAL) (through circle time) <i>Link to</i> <b>GO GIVERS</b> Developing Personal Filters	<b>PSHCE</b> Relationships (SEAL) (through circle time)	<b>PSHCE</b> Changes (SEAL) (through circle time) <i>Link to</i> <b>GO GIVERS</b> Stressed Out
	<b>CHRISTIAN VALUE: KINDNESS</b>	<b>CHRISTIAN VALUE: COURAGE</b>	<b>CHRISTIAN VALUE: RESPECT</b>	<b>CHRISTIAN VALUE: FORGIVENESS</b>	<b>CHRISTIAN VALUE: HONESTY</b>	<b>CHRISTIAN VALUE: HOPE</b>
	<b>BRITISH VALUE: MUTUAL RESPECT AND TOLERANCE OF OTHERS</b>	<b>BRITISH VALUE: RULE OF LAW</b> Parliament Week	<b>BRITISH VALUE: INDIVIDUAL LIBERTY</b>	<b>BRITISH VALUE: MUTUAL RESPECT AND TOLERANCE OF OTHERS</b>	<b>BRITISH VALUE: DEMOCRACY</b> Elections / voting	<b>BRITISH VALUE: INDIVIDUAL LIBERTY</b>
	<b>RSE</b> Friendships and Diversity	<b>DRUG EDUCATION</b> What is a drug	<b>RSE</b> Basic puberty	<b>DRUG EDUCATION</b> About tobacco	<b>RSE</b> Health and hygiene	<b>DRUG EDUCATION</b> Legal or illegal
	<b>ON LINE SAFETY</b> Rings of responsibility	<b>ON LINE SAFETY</b> Private and Personal Information	<b>ON LINE SAFETY</b> The Power of Words	<b>ON LINE SAFETY</b> The Key to keywords	<b>ON LINE SAFETY</b> Whose is it anyway?	<b>ON LINE SAFETY</b> Whole school competition

	<b>MENTAL HEALTH</b> Everyday feelings	<b>HEALTHY LIVING</b> Main muscles	<b>MENTAL HEALTH</b> Expressing feelings	<b>HEALTHY LIVING</b> Design and cook a healthy dinner	<b>MENTAL HEALTH</b> Managing feelings	<b>HEALTHY LIVING</b> Food sourced in Kent
Class	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 5</b>	<b>PSHCE</b> New beginnings (SEAL) (through circle time) <i>Link to</i> <b>GO GIVERS</b> Respect	<b>PSHCE</b> Getting on and falling out (SEAL) Say no to bullying (through circle time) <i>Link to</i> <b>GO GIVERS</b> Peer Pressure: It's your choice Scapegoat	<b>PSHCE</b> Going for goals (SEAL) (through circle time) <i>Link to</i> <b>GO GIVERS</b> Martin Luther King – Sacrificing all for the Dream	<b>PSHCE</b> Good to be me (SEAL) (through circle time)	<b>PSHCE</b> Relationships (SEAL) (through circle time)  <i>Link to</i> <b>GO GIVERS</b> When enough is enough?	<b>PSHCE</b> Changes (SEAL) (through circle time)
	<b>CHRISTIAN VALUE: KINDNESS</b>	<b>CHRISTIAN VALUE: COURAGE</b>	<b>CHRISTIAN VALUE: RESPECT</b>	<b>CHRISTIAN VALUE: FORGIVENESS</b>	<b>CHRISTIAN VALUE: HONESTY</b>	<b>CHRISTIAN VALUE: HOPE</b>
	<b>BRITISH VALUE: MUTUAL RESPECT AND TOLERANCE OF OTHERS</b>	<b>BRITISH VALUE: RULE OF LAW</b> Parliament Week	<b>BRITISH VALUE: INDIVIDUAL LIBERTY</b>	<b>BRITISH VALUE: MUTUAL RESPECT AND TOLERANCE OF OTHERS</b>	<b>BRITISH VALUE: DEMOCRACY</b> Elections / voting	<b>BRITISH VALUE: INDIVIDUAL LIBERTY</b>
	<b>RSE</b>	<b>DRUG EDUCATION</b> About alcohol	<b>RSE</b>	<b>DRUG EDUCATION</b> Attitudes to the use of drugs	<b>RSE</b>	<b>DRUG EDUCATION</b> People, drugs and stereotypes

	What is happening to my body?		What is happening to my body?		What is happening to my body?	
	<b>ON LINE SAFETY</b> Strong passwords	<b>ON LINE SAFETY</b> Digital Citizenship pledge	<b>ON LINE SAFETY</b> You've won a prize	<b>ON LINE SAFETY</b> How to cite a site	<b>ON LINE SAFETY</b> Picture perfect	<b>ON LINE SAFETY</b> Whole school competition
	<b>MENTAL HEALTH</b> Mental health and keeping well	<b>HEALTHY LIVING</b> Muscle groups	<b>MENTAL HEALTH</b> Managing challenges and challenge	<b>HEALTHY LIVING</b> Track your exercise	<b>MENTAL HEALTH</b> Feelings and anxieties when changing to secondary school (adapted)	<b>HEALTHY LIVING</b> Exercise and heart rate

Class	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 6</b>	<b>PSHCE</b> New beginnings (SEAL) (through circle time) <i>Link to</i> <b>GO GIVERS</b> Belonging To Groups	<b>PSHCE</b> Getting on and falling out (SEAL) Say no to bullying (through circle time) <i>Link to</i> <b>GO GIVERS</b> Working for Peace	<b>PSHCE</b> Going for goals (SEAL) (through circle time)	<b>PSHCE</b> Good to be me (SEAL) (through circle time) <i>Link to</i> <b>GO GIVERS</b> Rights and responsibilities (Rights of the child)	<b>PSHCE</b> Relationships (SEAL) (through circle time)	<b>PSHCE</b> Changes (SEAL) (through circle time)  <i>Link to</i> <b>GO GIVERS</b> From Biggest to Smallest
	<b>CHRISTIAN VALUE: KINDNESS</b>	<b>CHRISTIAN VALUE: COURAGE</b>	<b>CHRISTIAN VALUE: RESPECT</b>	<b>CHRISTIAN VALUE: FORGIVENESS</b>	<b>CHRISTIAN VALUE: HONESTY</b>	<b>CHRISTIAN VALUE: HOPE</b>
	<b>BRITISH VALUE:</b>	<b>BRITISH VALUE: RULE OF LAW</b> Parliament Week	<b>BRITISH VALUE: INDIVIDUAL LIBERTY</b>	<b>BRITISH VALUE:</b>	<b>BRITISH VALUE: DEMOCRACY</b> Elections / voting	<b>BRITISH VALUE: INDIVIDUAL LIBERTY</b>

	<b>MUTUAL RESPECT AND TOLERANCE OF OTHERS</b>			<b>MUTUAL RESPECT AND TOLERANCE OF OTHERS</b>		
	<b>RSE</b> Body image and love	<b>DRUG EDUCATION</b> What are the risks of taking a drug?	<b>RSE</b> Communicating in relationships	<b>DRUG EDUCATION</b> Debate the legality of a drug	<b>RSE</b> Emotional well-being	<b>DRUG EDUCATION</b> Peer pressure
	<b>ON LINE SAFETY</b> Talking safely online	<b>ON LINE SAFETY</b> Super digital citizen	<b>ON LINE SAFETY</b> Privacy Rules	<b>ON LINE SAFETY</b> What's cyberbullying?	<b>ON LINE SAFETY</b> Selling stereotypes	<b>ON LINE SAFETY</b> Whole school competition
	<b>MENTAL HEALTH</b> Mental health and keeping well	<b>HEALTHY LIVING</b> School travel	<b>MENTAL HEALTH</b> Managing challenges and challenge	<b>HEALTHY LIVING</b> Food survey	<b>MENTAL HEALTH</b> Feelings and anxieties when changing to secondary school	<b>HEALTHY LIVING</b> Sedentary/physical activities

**Themed Weeks:**

**Term 1 Week 1:** Book Week – Whole week to reunite eg 'Here we are.'

**Term 3 Week 1:** Maths Week – based on a text

**Term 5 Week 1:** World Event eg Olympics / European Championships with a Global Citizenship (Geography slant) Health & Fitness

Units of work on Long Term Plan overview are subject of altering time delivered to match events in real life, coordinated by Relationships Education Subject Lead, Natasha Brownfield

## Appendix 2

### **Developing Relationships (including Growing & Changing) PoS**

<b>Year Group</b>	<b>Term 1</b>	<b>Term 3</b>	<b>Term 5</b>
<b>Reception</b>	<b>P.A.N.T.S</b>	<b>Naming body parts</b> <ul style="list-style-type: none"> <li>Name basic body parts using a body map or outline of class member</li> <li>Singing songs such as Heads, knees and toes</li> <li>Link to PE</li> <li></li> </ul>	<b>Gender stereotyping</b> <ul style="list-style-type: none"> <li>How are boys and girls different?</li> <li>Look at clothing, who does it belong to?</li> <li>Sort pictures in to boy or girl activities</li> </ul>
<b>Year 1</b>	<b>Friendships</b> <ul style="list-style-type: none"> <li>Emotional faces to recognise feelings and develop empathy to be a good friend</li> <li>What makes a friend?</li> </ul>	<b>Naming body parts</b> <ul style="list-style-type: none"> <li>Body map to name main body parts build upon Reception</li> <li>Jigsaw body to put back together</li> <li>Draw around a member of their class to label</li> <li></li> </ul>	<b>Keeping secrets</b> <ul style="list-style-type: none"> <li>What is a secret?</li> <li>What secrets should they keep or not?</li> <li>Who can they ask for help?</li> </ul>
<b>Year 2</b>	<b>Friendships</b> <ul style="list-style-type: none"> <li>Who might you go to for help? Discuss including family</li> <li>Who is a good friend? Why?</li> <li>Diamond 9 for what is important in a friendship</li> </ul>	<b>Life cycles of animals</b> <ul style="list-style-type: none"> <li>Look at pictures of male and female animals, can they tell the difference</li> <li>Sequence animal pictures to establish a life cycle</li> <li>Think about how an adult animal takes care of its offspring</li> </ul>	<b>Same love for different families</b> <ul style="list-style-type: none"> <li>Look at different pictures of families Discuss</li> <li><i>Read a text such as, Who's in a Family?</i> Robert Skutch</li> <li>One special thing about my family is...</li> </ul>
<b>Year 3</b>	<b>Differences between males and females</b> <ul style="list-style-type: none"> <li>What are the differences between boys and girls?</li> </ul>	<b>Naming body parts for reproduction</b> <ul style="list-style-type: none"> <li>Show pictures of male and female babies, how do we know which is which</li> </ul>	<b>Personal space</b> <ul style="list-style-type: none"> <li>Brainstorm the word 'Touch' for all its different meanings</li> <li>Pass objects around and vote on what they like to touch or not</li> </ul>

	<ul style="list-style-type: none"> <li>• Have objects or pictures of objects to sort according to whether they belong to a boy or a girl</li> <li>• similarly for activities. Are there things a boy or a girl can't do?</li> </ul>	<ul style="list-style-type: none"> <li>• Sort body part pictures in to male and female. Discuss similarities and differences</li> <li>• Why are these parts called private parts?</li> </ul>	<ul style="list-style-type: none"> <li>• What is personal space?</li> <li>• Problem pages from CWP</li> </ul>
<b>Year 4</b>	<b>Friendships &amp; Diversity (gender stereotyping)</b> <ul style="list-style-type: none"> <li>• Describe positive things about themselves.</li> <li>• What can they do? Their friends do? Are there any male and female differences?</li> <li>• Challenge stereotypes with pictures and statements which contradict each other</li> </ul>	<b>Basic puberty – physical changes to our bodies</b> <ul style="list-style-type: none"> <li>• Sequence pictures of the human life cycle.</li> <li>• What can we do at different stages of our life cycle?</li> <li>• Look at baby pictures and compare to now. What do they think they will be like in the future?</li> </ul>	<b>Health &amp; hygiene including well being</b> <ul style="list-style-type: none"> <li>• Play Kim's game with objects they need to keep clean</li> <li>• Look at the effects of hand cleaning (link to Science and microbes)</li> <li>• Scenarios where characters have BO or bad breath, how would they handle those situations</li> </ul>
<b>Year 5</b>	<b>What is happening to my body and why? (our bodies &amp; changes for reproduction)</b> <ul style="list-style-type: none"> <li>• What is puberty?</li> <li>• Have the 'Period talk' with the girls, explaining what a period is and sharing the products they can use during this time</li> <li>• Have the 'Period talk' with the girls, explaining what a period is and sharing the products they can use during this time</li> </ul>	<b>What is happening to my body and why? (our bodies &amp; changes for reproduction)</b> <ul style="list-style-type: none"> <li>• How does the body change during puberty?</li> <li>• How do they change emotionally?</li> <li>• Share a text such as <i>Hair in Funny Places</i> by Babette Cole to initiate discussion</li> </ul>	<b>What is happening to my body and why? (our bodies &amp; changes for reproduction)</b> <ul style="list-style-type: none"> <li>• discuss in greater depth the emotionally changes they may experience during puberty</li> <li>• Create a problem page of question and answers for any issues that may arise during puberty</li> <li>• Write a blog experiencing how they feel or suggestions for others to manage their emotions</li> </ul>
<b>Year 6</b>	<b>Body image and love</b>	<b>Communicating in relationships</b>	<b>Emotional well-being</b>



	<p><b>‘Love – what is it? Who can I love?’</b></p> <ul style="list-style-type: none"> <li>• Who do you love? Why?</li> <li>• Use relationship pictures from CWP to discuss different relationships</li> <li>• Compare and contrast feelings for friends and family members</li> </ul>	<ul style="list-style-type: none"> <li>• What is important in a relationship?</li> <li>• Use relationship pictures from CWP to discuss different relationships</li> <li>• Discuss the different types of touch in different relationships</li> <li>• Communication scenarios from CWP</li> </ul>	<ul style="list-style-type: none"> <li>• Describe positive things about themselves</li> <li>• What upsets them?</li> <li>• How do they feel in difficult situations?</li> <li>• What can we do to make ourselves or others feel better?</li> <li>• Write positive comments about each other</li> <li>• Share relaxation techniques</li> </ul>
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## Appendix 3

# RSE expectations: primary

Here's what pupils should know by the end of primary school

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## Families and people who care for me

That families are important for children growing up because they can give love, security and stability

The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives

That others' families, either in school or in the wider world, sometimes look different to their family, but that they should respect those differences and know that other children's families are also characterized by love and care

That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up

That marriage represents a formal and legally recognized commitment of two people to each other which is intended to be lifelong

How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

## Caring friendships

How important friendships are in making us feel happy and secure, and how people choose and make friends

The characteristics of friendships, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties

That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right

How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to managing these situations and how to seek help or advice from others if needed

## Respectful relationships

The importance of respecting others, even when they're very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs

Practical steps they can take in a range of different contexts to improve or support respectful relationships

The conventions of courtesy and manners

The importance of self-respect and how this links to their own happiness

That in school and in the wider world they can expect to be treated with respect by others, and that in turn they should show respect to others, including those in positions of authority

About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help

What a stereotype is, and how stereotypes can be unfair, negative or destructive

The importance of permission-seeking and giving in relationships with friends, peers and adults

## Online relationships

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

That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for other online (even when we're anonymous)

The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them

How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they've never met

How information and data is shared and used online

## Being safe

What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

About the concept of privacy and the implications of it for both children and adults (including that its not always right to keep secrets if they relate to being safe)

That each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical and other contact

How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't know

How to recognise and report feelings of being unsafe or feeling bad about any adult

How to ask for advice or help for themselves or others, and to keep trying until they're heard

How to report concerns or abuse, and the vocabulary and confidence needed to do so

Where to get advice (e.g. family, school, other sources)