

**NORHAM
ST. CEOLWULF'S
C OF E SCHOOL**



**Norham St Ceolwulf's
C of E Controlled First School**

**Relationships, Sex and Health Education
Policy
2021-23**

Date	April 2021
Date to be Reviewed	April 2023
Head teacher	Mrs S Dimond
Signed:	
Chair of Governors	Mr D Watkin
Signed:	

1. At Norham St Ceolwulf's C of E Controlled First School, we understand our responsibility to deliver a high-quality, age appropriate and evidence based relationships, sex and health curriculum for all of our pupils. This policy sets out the framework for our relationships, sex and health curriculum providing clarity on how it is informed and delivered,
2. The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, sex and health education and the programme will be designed to be inclusive of all pupils.

Legal Framework

3. This policy has been developed with regard to legislation and statutory guidance including, but not limited to, the following:-
 - Section 80A of the Education Act 2002
 - Children and Social Work Act 2017
 - The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
 - Equality Act 2010
 - DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
 - DfE (2013) 'Science programmes of study: key stages 1 and 2'
 - DfE Guidance 'Plan your relationships, sex and health curriculum' - Information to help school leaders plan, develop and implement the new statutory curriculum. September 2020

<https://www.gov.uk/guidance/plan-your-relationships-sex-and-health-curriculum#creating-a-policy-for-the-new-curriculum>

4. This policy works in conjunction with the following policies:

- Safeguarding
- Behaviour
- SEND
- Equality
- Anti-bullying
- Mental Health and Well-being
- PSHE

5. Definitions

For the purposes of this policy “Relationships and sex education” is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.

For the purpose of this policy “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. Roles and Responsibilities

6.1 The Governing Body is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Ensuring the religious ethos of the school is maintained and developed through the subjects.

6.2 The Head teacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

6.3 The relationships, sex and health education subject leader is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, [sex] and health curriculum.
- Ensuring the relationships, [sex] and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, [sex] and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

6.4 The appropriate teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, [sex] and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, [sex] and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Liaising with the School Nurse, where appropriate, to support the delivery of the curriculum.
- Working with the relationships, [sex] and health education subject leader to evaluate the quality of provision.

6.5 The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.
- Determining interventions and accessibility to the correct intervention.
- Ensuring:
 - the needs of all pupils are met
 - the curriculum is fully accessible
 - education, health and care (EHC) plans are followed
 - that teaching is differentiated to support pupils with SEND to fully access the curriculum. This might include revisiting earlier topics or spending longer on a topic.

The specific duties set out in:

- schedule 10 of the Equality Act 2010 to support the participation of disabled pupils
- chapter 6 of the SEND code of practice, to support the participation of pupils with SEND

7. Curriculum organisation

7.1 Our curriculum intent states that: We want our children to be informed about, and have an understanding of, the complex nature of relationships, sex and health matters in our everchanging and diverse world. We want our children to build positive relationships with each other, to know how to keep themselves safe in the real and virtual world and to recognise that their bodies undergo many changes as they grow.

7.1 Ahead of implementation, we will consider the impact of coronavirus (COVID-19) on the delivery of the curriculum and adapt our approach, as appropriate. Many topics within relationships, sex and health education will support pupils with their experience of the pandemic and engage with their education as they return to school.

- 7.2** We will take into account local health profiles of children and young people within the catchment area of the school, which can help to identify local priorities in the curriculum
- 7.3** The delivery of the relationships education and health education coincide with one another and will be delivered as part of the school's PSHE curriculum.
- 7.4** The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' guidance
- 7.5** The relationships and health curriculum takes into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.
- 7.6** The relationships and health curriculum is informed by issues in the school and wider community to ensure it is tailored to pupil's wider needs and we have consulted with parents, pupils and staff on the development of this policy in line with section 12 of this policy.
- 7.7** Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by contacting the Head Teacher.
- 7.8** When organising the curriculum the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.
- 7.9** An overview of Relationships and Health Education and what pupils will know by the end of primary school is at Appendix 1.
- 7.10** The school is free to determine within the statutory curriculum content outlined in Appendix 1 what pupils are taught during each year group and the school always considers the age and development of pupils when deciding what will be taught in each year group. A summary of the content that will be taught during each Year Group is outlined at Appendix 2.

8. Sex Education

- 8.1** The DfE recommends that *all* primary schools should have a sex education programme in place. This should be tailored to the age, and physical and emotional maturity of pupils, and should ensure that boys and girls are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle.
- 8.2** All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.
- 8.3** At our school, we teach pupils sex education beyond what is required of the science curriculum.
- 8.4** Parents are consulted on the organisation and delivery of our sex education curriculum in accordance with section 6 and section 12 of this policy and are given the opportunity to feedback on what should be taught through sex education.
- 8.5** The age and development of pupils is always considered when delivering sex education.

8.6 A summary of the content that is currently taught during each Year Group is outlined at Appendix 2.

9. Resources and Delivery of Curriculum

9.1 We will teach the curriculum to reflect the requirements set out in law, particularly the Equalities Act 2010, so that pupils understand what the law does, and does not, allow, and the wider implications of decisions they make.

9.2 At the point we consider it appropriate to teach pupils about LGBTQ+, we will ensure that this content is fully integrated into the relationships, sex and health curriculum, rather than delivered as a stand alone lesson.

9.3 Pupils will be taught about LGBTQ+ from Early Years onwards, however we will always consider the development and maturity of pupils before teaching this topic.

9.4 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, honestly and appropriately to the pupil's age. This includes that specifically includes time for open discussion of topics that children and young people tell us they find particularly difficult, such as sexual harassment and sexual violence, including online.

9.4 The school ensures that all teaching resources and materials are appropriate for the age and maturity of pupils, their religious backgrounds and sensitive to their needs.

9.5 We consult with parents, and at all points of delivery of this programme will provide examples of the resources that we plan to use as we want to reassure parents and enable them to continue the conversations started in class at home.

9.6 Inappropriate videos, images etc will not be used and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils.

- a. 9.7 Any resources or materials used to support learning will be formally assessed by the relationships, sex and health education subject leader before use to ensure they are appropriate for the age and maturity of pupils, meet the outcome of the relevant part of the curriculum, and are in line with the school's legal duties in relation to impartiality.
- b. 9.8 We will 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.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/annex-b-resources-for-relationships-education-relationships-and-sex-education-rse-and-health-education>

9.9 Teachers will have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress.

9.10 Lessons should be planned to ensure that all pupils of differing abilities are suitably challenged. Teachers will identify and assess the needs of pupils who may require extra support or intervention.

9.11 Whilst there is no formal examined assessment for these subjects, we will use tests, written assignments or self-evaluations, to capture progress.

9.12 A list of resources used by the school to teach relationships and sex education can be found at Appendix 3.

10. External Partners

10.1 External partners may be invited to assist from time to time with the delivery of this programme and will be required to comply with this policy. The school will ensure that the teaching delivered by the external partner fits with the planned curriculum and this policy. The use of external partners is to enhance curriculum rather than as a replacement for the teachers delivering the curriculum.

External agencies can provide speakers, tools and resources to enhance and supplement the curriculum.

It is important when using external agencies to take particular care that the agency and any materials used are appropriate and in line with our legal duties regarding political impartiality. We will:

- forbid the pursuit of partisan political activities by junior pupils
- forbid the promotion of partisan political views in the teaching of any subject in the school
- take reasonably practicable steps to secure that where political issues are brought to the attention of pupils, they are offered a balanced presentation of opposing views

10.2 Before delivery of the session the school will discuss the partner's lesson plan and any materials the partner intends to use and ensure that the content is age appropriate for the pupils and meets pupil's needs.

10.3 The school will ensure any external partner complies with the Child Protection and Safeguarding Policy.

11. Links with other curriculum areas

The school seeks to draw links between Relationships, sex and health education and other curriculum subjects wherever possible. Relationships, sex and health education will be linked to the following subjects in particular:-

- Science – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- English - when literary texts which touch on emotional aspects of relationships are studied in the English curriculum.

- Computing and ICT – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support, and how content in computing relates to online and media topic
- PE – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- Citizenship – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- PSHE – pupils learn about respect and difference, values and characteristics of individuals, in the local context and wider community.

12. Consultation with parents and carers

12.1 We understand the important role parents and carers play in enhancing their children's understanding of relationships, sex and health. We also understand how important parents' views are in shaping the curriculum.

12.2 The school works closely with parents by establishing open communication. Due to the current circumstances regarding COVID-19, all parents and carers will be consulted in the development and delivery of the curriculum via email and/or letter asking for comments.

12.3 Parents and carers are provided with the following information via our school:

- The content of the relationships, sex and health curriculum
- The delivery of the relationships, sex and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

13. Right to withdraw from sex education

13.1 Relationships and health education are statutory in primary school and parents do not have the right to withdraw their child from these subjects.

13.2 Parents have the right to request that their child be withdrawn from some or all of sex education delivered (other than what must be taught as part of the statutory science curriculum). The head teacher will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will document this process to ensure a record is kept.

13.3 The head teacher may discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This includes social and emotional effects of being excluded, as

well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher

13.4 Once those discussions have taken place, the Headteacher will respect the parents' request to withdraw the child except where in respect of content that must be taught as part of the science curriculum.

13.5 This process is the same for pupils with SEND. However there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

13.6 The head teacher will not grant a request to withdraw a pupil from any sex education delivered as part of the science curriculum.

13.7 If a pupil is withdrawn from sex education, the pupil will receive appropriate, purposeful education during the period of withdrawal.

13.8 Where there is shared parental responsibility, both parties should, where possible, reach a shared agreement to request that their child is withdrawn from sex education.

14. Staff training

14.1 Teacher wellbeing

It is essential that teachers can maintain their own wellbeing when delivering the curriculum. There may be times that a topic triggers feelings or thoughts, including of historic, recent or current trauma.

14.2 It is important for school leaders to appreciate the different nature of these subjects, and be understanding of teachers' individual circumstances and the support they may need.

14.3 Leaders will engage teachers in considering their own needs in advance.

14.4 It is important that teaching is balanced and not dependent on any personal views teachers may have. Teachers should operate at all times within the framework of this policy, the Teaching Standards and comply with the Equality Act. There is no obligation on teachers to offer information personal to themselves or to share personal views.

14.5 Teachers are not required to answer personal questions asked by pupils and should consider, with the support of leaders, how best to handle any such questions.

14.6 All staff members will receive appropriate training to ensure they are up-to-date with the relationship, sex and health education programme and any associated issues.

14.7 Members of staff responsible for teaching the subjects will undergo further training to ensure they are fully equipped to teach the subjects effectively.

14.8 Training of staff will also be scheduled around any updated guidance on the programme and any new developments.

14.9 The DfE training modules provide some examples of good practice and approaches to support staff preparing to teach about individual subjects.

<https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health#train-teachers-on-relationships-sex-and-health-education>

15. Bullying and Confidentiality

15.1 The school has a zero tolerance approach to bullying. Any bullying incidents arising out of the relationships, sex and health education, such as those relating to sexual orientation, will be dealt with as seriously as any other bullying incidents in school in accordance with the Behaviour Policy.

15.2 Confidentiality within the classroom is an important aspect of relationships, sex and health education and teachers should respect the confidentiality of pupils as far as possible. Pupils will be informed of the duty of confidentiality and will be made aware of what action may be taken if they choose to report a concern or make a disclosure.

15.3 If a teacher has any suspicion of inappropriate behaviour or potential abuse, or if any reports are made during lessons as a result of the content of the curriculum this will be reported to the Designated Safeguarding Lead and this will be dealt with in line with the Child Protection and Safeguarding Policy.

- 15.4 Dealing with sensitive issues - Conversations within lessons should not lead to any type of bullying, ostracising or other forms of social or emotional harm. Pupils should be aware of this and lessons should be delivered in such a way to ensure this does not happen.
- 15.5 To help create a safe environment for pupils when teaching these topics, we will consider:
 - setting ground rules for lessons, where needed, particularly around not sharing personal information (there is guidance on how to create ground rules in the individual subject training modules)
 - stopping discussions if personal information is shared in lessons and following up with pupils later where needed
 - not promising confidentiality if a pupil confides something concerning
 - telling pupils they can ask for help and they will be taken seriously

16. Monitoring and evaluating the policy

16.1 This policy will be monitored and reviewed on an annual basis by the relationships, sex and health education subject leader and headteacher.

16.2 We will continuously evaluate and review the implementation of relationships education, relationships and sex education and health education, to ensure the quality of provision.

16.3 This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

The Governing Body is responsible for approving this policy.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

**Appendix I: What children need to know by the end of primary school (DfE (2019)
'Relationships, Education, Relationships and Sex Education)**

<p>Families and people who care for me</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> - 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 from their family, but that they should respect those differences and know that other children's families are also characterised 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 recognised 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.
<p>Caring friendships</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> - 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, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, 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 manage these situations and how to seek help or advice from others if

	needed.
Respectful relationships	<p>Pupils should know:</p> <ul style="list-style-type: none"> - 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 difference 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 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. - 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	<p>Pupils should know:</p> <ul style="list-style-type: none"> - That people sometimes behave differently online, including by pretending to be someone they are not. - That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for others online including when we are anonymous. - 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.
Being Safe	<p>Pupils should know:</p> <ul style="list-style-type: none"> - What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) - About the concept of privacy and the implications of it for both children and adults; including that it is not always

	<p>right to keep secrets if they relate to being safe.</p> <ul style="list-style-type: none"> - That each persons 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 ask for advice or help for themselves or others, and to keep trying until they are heard. - How to reports concerns or abuse, and the vocabulary and confidence needed to do so. - When to get advice e.g. school and/or other sources.
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Appendix 2: Year Group Overview – Relationships, Sex and Health Education

Jigsaw Scheme overview (Numbers indicate the unit of work each objective is covered in)

Reception, Year 1 and 2 (Following Year 1 Jigsaw Scheme)

Relationships Education		Year 1 - Ages 5-6					
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Families and the people who care for me	(R1) that families are important for children growing up because they can give love, security and stability					1	1
	(R2) 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					1	
	(R3) 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					1	
	(R4) 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					1	
	(R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong						
	(R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed						6

Relationships Education		Year 1 - Ages 5-6					
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Friendships	(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends	2	5			2	
	(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties		5			2	
	(R9) that healthy friendships are positive and make us feel good	3	5			2.5	

Relationships Education		Year 1 - Ages 5-6					
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Respectful relationships	(R12) 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	3,6	1,2,6	3		2,6	
	(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships		5			6	
	(R14) the conventions of courtesy and manners	2,3				3	
	(R15) the importance of self-respect and how this links to their own happiness				6	5	5
	(R16) 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	3,6	1,2	3		4,6	
	(R17) 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		3,4				
	(R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive						
	(R19) the importance of permission-seeking and giving in relationships with friends, peers and adults		5			3,4	4

Relationships Education		Year 1 - Ages 5-6					
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)		5			3,5	4
	(R26) about the concept of privacy and the implications of it for both children and adults (including in a digital context)					3	4

Physical Health and Mental Wellbeing		Year 1 - Ages 5-6					
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Mental wellbeing	(H1) that mental wellbeing is a normal part of daily life, in the same way as physical health				1,2		
	(H2) 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	4	6	1	1	6	6
	(H3) 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	4	6	6	2	5	6
	(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate	5		5			2
	(H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness				1,2,6		
	(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests				1-6	5,6	
	(H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	1	3,4				
	(H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing		3,4				
	(H9) 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)		4			4	
	(H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough						

Physical Health and Mental Wellbeing		Year 1 - Ages 5-6					
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Fitness	(H18) the characteristics and mental and physical benefits of an active lifestyle				1-6		
	(H19) the importance of building regular exercise into daily and				1,2		
Physical Health and Mental Wellbeing		Year 1 - Ages 5-6					
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Drugs, alcohol and tobacco	(H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking				4		
Physical Health and Mental Wellbeing		Year 1 - Ages 5-6					
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Health and prevention	(H26) how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body						
	(H27) about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer				Additional lesson on website (suitable for KS1)		
	(H28) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn				1,2		
	(H29) about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist						
	(H30) about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing				3,6		
	(H31) the facts and science relating to allergies, immunisation and vaccination						

Physical Health and Mental Wellbeing		Year 1 - Ages 5-6					
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Changing adolescent body	(H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes						4
	(H35) about menstrual wellbeing including the key facts about the menstrual cycle						

Year 3 and 4 (Year 3 Jigsaw Scheme)

Relationships Education		Year 3 - Ages 7-8					
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Families and the people who care for me	(R1) that families are important for children growing up because they can give love, security and stability		1			1	5
	(R2) 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		1			1	5
	(R3) 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		1			1	5
	(R4) 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		1			1	5
	(R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong		2				
	(R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed		2				

Relationships Education		Year 3 - Ages 7-8					
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Caring friendships	(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends	1	6			2	
	(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	1				2	
	(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	1	5			2	
	(R10) 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		5			2	
	(R11) 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		3,4			3	

Relationships Education		Year 3 - Ages 7-8					
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Respectful relationships	(R12) 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	2	5,6	1		2	
	(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships	3	5	6		6	
	(R14) the conventions of courtesy and manners	5,6	5	5			
	(R15) the importance of self-respect and how this links to their own happiness		6	5	6		
	(R16) 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	3	5,6			6	
	(R17) 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		3-5			3	
	(R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive		5			1	5
	(R19) the importance of permission-seeking and giving in relationships with friends, peers and adults	5,6				2	

Relationships Education		Year 3 - Ages 7-8					
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Online relationships	(R20) that people sometimes behave differently online, including by pretending to be someone they are not		5		5	3	
	(R21) 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	4	5		5	3	
	(R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them				4,5	3	
	(R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met		5		4,5	3	
	(R24) how information and data is shared and used online				4,5	3	

Relationships Education		Year 3 - Ages 7-8					
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Being safe	(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	6	5		4,5	3	
	(R26) 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				4,5	3	
	(R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact						4
	(R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know				4,5		
	(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult				4,5		
	(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard		4		4,5		
	(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so		3,4		4,5		
	(R32) where to get advice e.g. family, school and/or other sources	2	4		4,5	3	

Physical Health and Mental Wellbeing		Year 3 - Ages 7-8					
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Basic first aid	(H1) that mental wellbeing is a normal part of daily life, in the same way as physical health				6		
	(H2) 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	2,3	6	5,6	4	2	1-6
	(H3) 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	2,3	6	5,6	4	2	1-6
	(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate		2	2			
	(H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness				1,2		
	(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests				1,2,6		
	(H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support		5				
	(H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing		3-5				
	(H9) 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)		2-4		4,5	3	
	(H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough						

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 3 - Ages 7-8				
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships
Internet safety and harms	(H11) that for most people the internet is an integral part of life and has many benefits				4,5	3
	(H12) about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing					3
	(H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private		5			3
	(H14) why social media, some computer games and online gaming, for example, are age restricted					3
	(H15) that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health		5			3
	(H16) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted					3
	(H17) where and how to report concerns and get support with issues online				3,4	3

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 3 - Ages 7-8				
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships
Physical health and fitness	(H18) the characteristics and mental and physical benefits of an active lifestyle				1,2,6	
	(H19) the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise				1,2,6	
	(H20) the risks associated with an inactive lifestyle (including obesity)				1,2	
	(H21) how and when to seek support including which adults to speak to in school if they are worried about their health				3-5	

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 3 - Ages 7-8				
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships
Healthy eating	(H22) what constitutes a healthy diet (including understanding calories and other nutritional content)				1,2	
	(H23) the principles of planning and preparing a range of healthy meals				1,2	
	(H24) the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)				1,2	

Physical Health and Mental Wellbeing		Year 3 - Ages 7-8					
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Basic first aid	(H32) how to make a clear and efficient call to emergency services if necessary				4		
	(H33) concepts of basic first-aid, for example dealing with common injuries, including head injuries						
Physical Health and Mental Wellbeing		Year 3 - Ages 7-8					
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Changing adolescent body	(H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes						3,4
	(H35) about menstrual wellbeing including the key facts about the menstrual cycle						3,4
							<p>Similar likes and interests</p> <p>someone' online and why someone offline.</p> <p>someone' online, online, and why it is not online including trusted with.</p> <p>their mind about feel nervous,</p> <p>to be hurt by what is</p> <p>and gaining permission principles of sharing sharing images and</p> <p>experiences in a livestreaming, gaming</p> <p>platforms.</p> <ul style="list-style-type: none"> I can give examples of how to be respectful to others online and how to recognise healthy and unhealthy behaviours. I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts, feelings and beliefs.

Physical Health and Mental Wellbeing		Year 3 - Ages 7-8					
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Drugs, alcohol and tobacco	(H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking				3		

National Online Safety Scheme

Key Stage	Self Image and Identity
EYFS	I can recognise, online or offline that anyone can say 'no/please stop/I'll tell/I'll

	ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.
KS1	<p>Year 1: I can recognise that there may be people online who could make someone feel sad, embarrassed or upset. If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.</p> <p>Year 2: I can explain how other people may think and act differently online and offline. I can give examples of issues that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.</p>
LKS2	<p>Year 3: I can explain what is meant by the term identity. I can explain how people can represent themselves in different ways online. I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming, using an avatar, social media) and why.</p> <p>Year 4: I can explain how my online identity can be different to my offline identity. I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them. I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.</p>
Online Reputation	
EYFS	I can identify ways that I can put information on the internet.
KS1	<p>Year 1: I can recognise that information can stay online and could be copied. I can describe what information should not be put online without asking a trusted adult first.</p> <p>Year 2: I can explain how information put online about someone can last for a long time. I can describe how anyone's online information could be seen by others. I know who to talk to if something has been put online without consent or if it is incorrect.</p>
LKS2	<p>Year 3: I can explain how to search for information about others online. I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing. I can explain who someone can ask if they are unsure about putting something online.</p> <p>Year 4: I can decide how to find out information about others by searching online. I can explain ways that some of the information about anyone online could have been created, copied or shared by others.</p>
Online Bullying	
EYFS	<p>I can describe ways that people can be unkind online.</p> <p>I can offer examples of how this can make others feel.</p>
KS1	<p>Year 1: I can describe how to behave online in ways that do not upset others and can give examples.</p> <p>Year 2: I can explain what bullying is, how people may bully others and how bullying can make someone feel. I can explain why anyone who experiences bullying is not to blame.</p>

	I can talk about how anyone who experiences bullying can get help.
LKS2	<p>Year 3: I can describe appropriate ways to behave towards other people online and why this is important. I can give examples of how bullying behaviour could appear online and how someone can get help.</p> <p>Year 4: I can recognise when someone is upset, hurt or angry online. I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).</p>
Privacy and Security	
EYFS	<p>I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location)</p> <p>I can describe who would be trustworthy to share this information with; I can explain why they are trusted.</p>
KS1	<p>Year 1: I can explain that passwords are used to protect information, accounts and devices. I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names) I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.</p> <p>Year 2: I can explain how passwords can be used to protect information, accounts and devices. I can explain and give examples of what is meant by 'private' and 'keeping things private.' I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords) I can explain how some people may have devices in their homes connected to the internet and give some examples (e.g. lights, fridges, toys, televisions)</p>
LKS2	<p>Year 3: I can describe simple strategies for creating and keeping passwords private. I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressures then they should tell a trusted adult. I can describe how connected devices can collect and share anyone's information with others.</p> <p>Year 4: I can describe strategies for keeping personal information private, depending on context. I can explain that internet use is never fully private and is monitored e.g. adult supervision. I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure. I know what the digital age of consent is and the impact this has on online services asking for consent.</p>
Copyright and Ownership	
EYFS	<p>I know that the work I create belongs to me.</p> <p>I can name my work so that others know it belongs to me.</p>
KS1	<p>Year 1: I can explain why work I create using technology belongs to me. I can say why it belongs to me (e.g. I designed it or I filmed it)</p>

	<p>I can save my work under a suitable title/name so that others know it belongs to me (e.g. filename, name on content)</p> <p>I understand that work made by others does not belong to me even if I save a copy.</p> <p>Year 2: I can recognise that content on the internet may belong to other people. I can describe why other people's work belongs to them.</p>
LKS2	<p>Year 3: I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.</p> <p>Year 4: When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to use it. I can give some simple examples of content which I must not use without permission from the owner e.g. videos, music, images.</p>
Managing Online Information	
EYFS	<p>I can talk about how I can use the internet to find things out.</p> <p>I can identify devices I could use to access information on the internet.</p>
KS1	<p>Year 1: I can give simple examples of how to find information using digital technologies e.g. search engines, voice activated searching.</p> <p>I know/understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe/a joke.</p> <p>I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.</p> <p>Year 2: I can use simple keywords in search engines.</p> <p>I can demonstrate how to navigate a simple webpage to get information I need (e.g. home, forward, back buttons, links, tabs and sections)</p> <p>I can explain what voice activated searching is and how it might be used and know it is not a real person (e.g. Alexa, Google Now, Siri)</p> <p>I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.</p> <p>I can explain why some information I find online may not be real or true.</p>
LKS2	<p>Year 3: I can demonstrate how to use key phrases in search engines to gather accurate information online.</p> <p>I can explain what autocomplete is and how to choose the best suggestion.</p> <p>I can explain how the internet can be used to buy and sell things.</p> <p>I can explain the difference between a belief, an opinion and a fact and give examples of how and where they might be shared online. e.g. in videos, memes, posts, news stories etc.</p> <p>I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).</p> <p>I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.</p> <p>Year 4: I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others.</p> <p>I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites).</p> <p>I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers, in app purchases, pop ups) and can recognise some of these when they appear online.</p> <p>I can explain why lots of people sharing the same opinions or beliefs online do not make those beliefs or opinions true.</p> <p>I can explain that technology can be designed to act like or impersonate living</p>

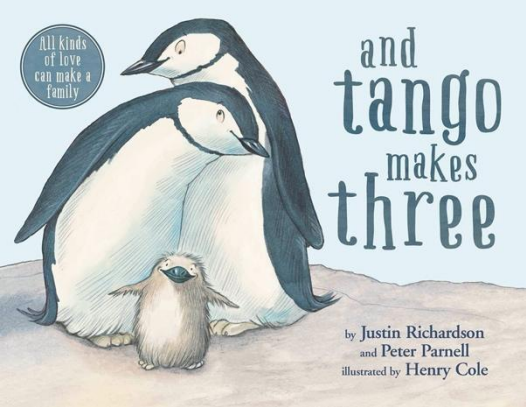

	<p>things (e.g. bots) and describe what the benefits and risks might be.</p> <p>I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend that something is true when it isn't.</p>
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Appendix 3 – Resources used to teach Relationships and Sex Education

- Jigsaw PSHE and RSE Scheme of learning and associated children's books
- National Online Safety Online Learning Scheme of work and associated resources.
- Thrive sessions delivered by licensed Thrive Practitioners and teachers under the guidance of licensed Thrive Practitioners
- Workshops delivered via Operation Encompass team focusing on relationships.
- NSPCC – PANTS lesson resources
 - Speak Out, Stay Safe assembly (delivered virtually during Covid-19)

Books

Many aspects of the Relationships and Sex Education are taught through stories. Some of the stories we use in school are:

	
	<p>...rules to keep myself safe when I am at home.</p> <p>Year 2:</p> <ul style="list-style-type: none"> • I can explain simple guidance for using technology in different environments and settings e.g. accessing places and the home environment. • I can say how those rules/guides can help anyone accessing online technologies. <p>Year 4:</p> <ul style="list-style-type: none"> • I can explain how using technology can be a distraction from other things, in both a positive and negative way. • I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.

