



Relationships and Sex Education (RSE) Policy

[Paragraph 2A, Part I ISSR]

Bablake and King Henry VIII Pre-Prep School

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VERSION HISTORY

Version Number	Amendment(s) Or Formal Review	Date [Month/Year]	Summary of change(s)
1.0	Formal Review	November 2021	Formal Review and Approval at Full Governing Board
1.1	Update	March 2024	Updated Role Descriptors / Titles; Converted to new policy template and structure. Reviewed by Heads.





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This policy applies to all pupils at Bablake and King Henry VIII, including those in Early Years.

I Introduction and Aims

The aims of Relationships and Sex Education (RSE) at Bablake and King Henry VIII Pre-Prep are to:

- Help children identify and understand positive relationships;
- Help children develop feelings of self-respect, confidence, and empathy;
- Provide a framework in which sensitive discussions can take place;
- Teach children the correct vocabulary to describe themselves and their bodies; and to,
- Prepare children for puberty and give them an understanding of the importance of health and hygiene.

At Bablake and King Henry VIII Pre-Prep, we are committed to ensuring that the basic rights, as explained in the United Nations' Convention on the Rights of the Child (UNCRC) are met and incorporated into all aspects of school life.

2 Statutory Requirements

As an independent primary school, we must provide relationships education to all children as per the statutory guidance document: "Relationships and Sex Education (RSE) and Health Education."

The policy reflects the Relationships Education, Relationships and Sex Education and Health Education (England regulations 2019) and the compulsory requirements for pupils receiving Primary education to receive RSE at Bablake and King Henry VIII Pre-Prep. It is recognized that schools should read in full the statutory guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education.

We are not required to provide sex education, but we do need to teach the elements of Sex Education contained in the Science Curriculum.

Other documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st Century (2014)
- Keeping Children Safe in Education – Statutory safeguarding guidance (2016)
- Development Matters 2020

At Bablake and King Henry VIII Pre-Prep we teach RSE as set out in this policy.

This policy applies to all aspects of the schools including those covering Early Years.





3 Policy Development

This policy has been written as a result of consultation with the Senior Leadership Team and Lead Governor for PSHE.

We have adapted this policy from a model on ‘The Key’ for School Leaders, taking into account our community and our school ethos.

We highly value the partnership between school and home and will promote open and informative two-way communication. Parents¹ will therefore be able to access this policy on the school website and will be given a paper copy if requested. Opportunity to comment on our RSE policy and curriculum content will be provided through an online questionnaire

4 Definitions

Relationships and Sex Education (RSE) is the emotional, social and cultural development of children, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

4.1 Relationships Education

Relationships Education is learning about how to:

- be appreciative of existing relationships;
- to form new healthy relationships; and,
- to enjoy strong positive, non-exploitative, caring relationships online and in person.

This will particularly reference family relationships including marriage, friendships and relationships with peers and adults.

4.2 Sex Education

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived. In primary schools, this is not mandatory; however, the DfE encourages schools to provide lessons that “... *should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.*”

At Bablake and King Henry VIII Pre-Prep, this aspect of sex education will be taught in Year 6, with lessons usually taking place in the summer term. Parents will be informed in advance of the non-statutory sex education lessons being taught. **Parents have the right to withdraw their children from these lessons.**

National Curriculum for Science in primary schools includes content about human body parts, growth, puberty and reproduction in some plants and animals. **Parents do not have the right to withdraw from this aspect of the curriculum.**

¹ Parents used henceforth to mean both parents and carers.





5 Curriculum and Delivery of RSE

At Bablake and King Henry VIII Pre-Prep we recognise the individual needs of our children and the diversity of our community. Through our education and our ethos, we will adopt a culture with the following words at its heart: Responsibility, Excellence, Community. This is an ethos that will exist every day in school and not just on specific themed days. In line with government guidance, our curriculum needs to reflect this and focus 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.

Our curriculum is set out as per [Appendix I](#), but we may need to adapt it as and when necessary.

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

As with any topic, pupils will ask questions during RSE to further their understanding. Due to the sensitive nature of the topic, teachers will employ strategies to ensure that questions are asked and answered in a factual, balanced and age-appropriate way.

All staff will be mindful of their safeguarding role and will follow the relevant school procedures if a question raises concerns of this nature.

Teachers will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the rules and expectations.
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and will research the question and provide an appropriate answer later.
- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting, the teacher will attend to it on an individual basis which may involve informing parents.

Sometimes pupils may ask questions about issues that are not part of the planned programme. This could show that the taught curriculum is not meeting their needs. This will be fed back to the leader as part of the evaluation and monitoring process.

For more information about how our curriculum is broken down, see our curriculum map in [Appendix I](#).

RSE is taught within the personal, social, health and economic (PSHE) education curriculum and delivered predominantly, but not exclusively, in Key Stage 1 using the Jigsaw scheme of work and in Key Stage 2 using Twinkl Life. Whilst both schemes have been developed to meet government requirements, they have the flexibility to be adapted to meet the requirements of our children.

PSHE is taught weekly, with a different focus for each half term. In PSHE, RSE is significant throughout.





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We recognise that communication is an incredibly important aspect of RSE, and some children communicate better with different adults. Because of this, it is an expectation that PSHE is delivered by the class teacher, unless absolutely necessary.

For more information about our RSE curriculum, see [Appendix 1](#) and [Appendix 2](#).

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

We aim to 'live' what is learnt and apply it to everyday situations in the school community through:

- Assemblies and collective worship;
- Our praise and reward system;
- Relationships child to child, adult to child and adult to adult across the school;
- Marking significant country-wide celebrations such as Children's Mental Health Week, and many others.

5.1 Additional Materials

The use of age-appropriate published texts, both fiction and non-fiction, are proven methods to support teaching across the curriculum; this is also the case with RSE. We will continue to build on our collection of books that help children to understand the different relationships and family structures that exist in modern society.

5.2 Menstrual Wellbeing

Some pupils will begin menstruation whilst still in primary education. To support pupils who are menstruating, we have in place the following:

- Sanitary disposal units available in toilets;
- Access to sanitary products.

When a pupil starts menstruating at the school, we will support them on-site and inform parents. Our RSE programme covers basic information about changes during puberty in Year 4, with more detailed input about menstruation in Years 5 and 6. If your child has difficulties managing their periods at the school please contact their class teacher for support.

5.3 Non-Statutory Sex Education

In Year 6 children will be taught in simple terms how babies are made and how they are born. This includes explaining:

- that when a sperm and egg meet, this is called conception;
- that conception usually occurs as a result of sexual intercourse;
- what sexual intercourse means;
- how a baby develops in the womb and how babies are born.

Parents will be informed when these lessons are to take place and have the right to withdraw their children from them.

5.4 Early Years Foundation Stage (EYFS)

RSE is taught mainly, but not exclusively, through the following areas of learning, as outlined in the EYFS statutory framework and Development Matters 2020:

- Communication and Language.





- Personal, social and Emotional Development.
- Physical Development.
- Understanding the world.

For an outline of the relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Reception see Appendix 3.

6 Equality, Inclusion and Support

All PSHE lessons encourage respect for other people, paying regard to the protected characteristics set out in the Equality Act 2010. This stated that it is against the law (UK) to discriminate against anyone because of:

- age;
- being or becoming a transsexual person;
- being married or in a civil partnership;
- being pregnant or on maternity leave;
- disability;
- race including colour, nationality, ethnic or national origin;
- religion, belief or lack of religion/belief;
- sex;
- sexual orientation.

As a school and a workplace, we are accepting and understanding of both staff members' and pupils' sexual orientation. Regardless of sexual orientation, staff will not promote their own viewpoints, but will use LGBT+ language where it is deemed appropriate. This includes the use of the words "gay", "lesbian", "bisexual", "homosexual" and "transgender" in their appropriate contexts.

Relationships and RSE should be delivered in line with the Equalities Act and Public Sector Equality Duty to ensure those with protected characteristics do not face discrimination. Positive action is taken to deal with disadvantages affecting a group because of protected characteristics.

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).

In complying with the requirements of the Equality Act 2010, we value diversity, encourage respect for all and promote tolerance for, and celebration of, difference. We do not discriminate against pupils because of any protected characteristic. At times, when there is an identified need, we may take positive action through our planning and delivery of RSE to deal with disadvantages facing those with a particular characteristic.

RSE will be accessible to all regardless of their gender or background. Through the delivery of RSE, teachers will explore gender stereotypes and how they may limit a person's potential and ensure that people of all genders receive information that is relevant to their needs.

There are many different faith and cultural perspectives on aspects of RSE. We aim to deliver RSE in a factual, non-judgmental way, ensuring that teachers do not promote one faith or cultural viewpoint,





but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance.

Parents and carers are key partners in RSE and are best placed to support their children to understand how their learning at Bablake and King Henry VIII Pre-Prep fits with their family's faith, beliefs and values. To support this process, we will ensure that parents are made aware of what will be taught and when.

We will use a range of materials and resources that reflect the diversity of the school population and encourage acceptance and tolerance. We want every child and family to feel included, respected and valued.

A range of different families and relationships will be explored within RSE. All children, whatever their identity, developing identity, or family background, need to feel that RSE is relevant to them and sensitive to their needs. Resources used will demonstrate awareness of both the school community and wider society where possible.

6.1 SEND

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with special educational needs and disabilities, a tailored approach may be necessary to ensure learning outcomes are met – if so, this will be discussed with parents/carers and based upon the individual needs of the pupil, prior to the session.

6.2 Vulnerable Pupils

Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with RSE in a variety of ways. Care will be taken to ensure that, where this is the case, parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.

6.3 Safe Learning in RSE

It is important that all pupils feel safe and able to participate in RSE lessons. To support the involvement of all pupils, teachers will use a range of teaching strategies and ensure that pupils are aware of the expectations before beginning each session.

7 Roles and Responsibilities

7.1 The Governing Body

The governing body will approve the RSE policy and hold the Head to account for its implementation.

7.2 The Head

The Head is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw children from non-statutory components of RSE (see [section 8](#)).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way;





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- Modelling positive attitudes to RSE;
- Monitoring progress;
- Responding to the needs of individual children;
- Responding appropriately to children whose parents wish them to be withdrawn from the non-statutory components of RSE;
- Delivering the curriculum without promoting their own personal viewpoint.

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

All teachers are responsible for the teaching of RSE.

7.4 Children

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

7.5 Parents

RSE is a partnership between Bablake and King Henry VIII Pre-Prep and parents/carers. We recognise that in RSE, parents and carers play a core role, and we therefore welcome their engagement with our programme. It is important that RSE delivered within the school is explored in more detail within the context of individual families. 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:

- Inform parents routinely about the school's RSE policy and practice (letters/emails/ website).
- Share and explain the curriculum content and organization.
- Answer any questions that parents may have about the RSE of their child.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school.
- Conduct consultation every two years about any needs in relation to our RSE programme and policy.

Any parents wanting more information about our RSE curriculum can contact a member of the Senior Leadership Team or the PSHE Leader.

8 Parents' Right to Withdraw

Parents do not have the right to withdraw their children from statutory relationships education.

Parents only have the right to withdraw their children from the non-statutory components of sex education within RSE, taught in Year 6.

If parents wish to withdraw their child from these lessons, this request will be recorded, and suitable alternative arrangements made for pupils during relevant lessons. This issue of withdrawal will be handled as sensitively as possible. Parents should also understand that the decision to remove their child from these lessons means they themselves will assume responsibility for talking to their children about any related sex education themes covered outside of the National Curriculum Science.





9 Monitoring arrangements

The delivery of RSE will be monitored by the Senior Leadership Team (SLT) and PSHE lead through learning walks and pupil conferencing. Children's development in RSE is monitored by class teachers as part of our internal assessment systems.

10 Review, Approval and Publication

The Head of PSHE has strategic oversight of this policy which is reviewed every two years unless otherwise required owing to a change in policy/legislation or guidance. Any significant changes will be consulted upon with parents. Once reviewed, the policy is presented to the Education Oversight Committee for their formal recommendation to present it to the Full Governing Board for final approval.

This Policy will also be made available to parents/carers via the Schools' website.

11 Related Policies and Procedures

This policy may need to be read in conjunction with the following Foundation/School policies:

- Safeguarding and Child Protection Policy
- Science Curriculum
- PSHE Curriculum

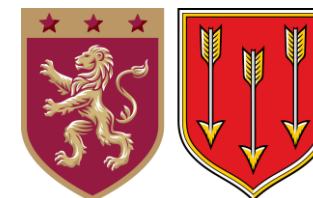
And/or with reference to the following legislation or governance provisions: click [here](#).

12 Appendices

There are three appendices to this policy: click through using the links below –

- [Appendix 1](#): Curriculum Map
- [Appendix 2](#): By the end of Primary School
- [Appendix 3](#): DfE Guidance





**13 Appendix I: Curriculum Map
EYFS & KS1**

Jigsaw PSHE 3 -11/12 Content Overview



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition

**Appendix 1: Curriculum Map**

KS2 Objectives in red – parental right to withdraw from lessons.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>Aiming High</p> <ul style="list-style-type: none"> ▪ discuss their personal achievements and skills; ▪ identify what a positive learning attitude is; ▪ talk about the range of jobs that people do; ▪ discuss what skills and interests are needed for different jobs; ▪ talk about jobs they might like to do in the future; ▪ discuss what skills they might need to do certain jobs 	<p>TEAM</p> <ul style="list-style-type: none"> ▪ talk about changes and they make you feel; ▪ explain how to work as a team; ▪ describe how actions and behaviours affect a team; ▪ identify a feeling and how it is expressed; ▪ describe why disputes might happen and strategies to resolve them; ▪ discuss personal responsibility towards a team. 	<p>Britain</p> <ul style="list-style-type: none"> ▪ describe what it is like to live in Britain; ▪ talk about what democracy is; ▪ talk about what rules and laws are; ▪ talk about what liberty means; ▪ describe a diverse society ▪ describe what being British means to them. 	<p>Be Yourself</p> <ul style="list-style-type: none"> ▪ list some of their achievements and say why they are proud of them; ▪ identify facial expressions associated with different feelings; ▪ describe some strategies they could use to help them cope with uncomfortable feelings; ▪ suggest assertive solutions to scenarios; ▪ explain that the messages they receive from the media about how they should look, think and behave are not always realistic; 	<p>It's My Body</p> <ul style="list-style-type: none"> ▪ explain what happens if they don't sleep enough; ▪ discuss what happens to muscles when we exercise them; ▪ understand they can choose what happens to their body and know when a 'secret' should be shared; ▪ explain that too much sugar is bad from health; ▪ know the difference between medicine and harmful drugs and chemicals; ▪ explain how germs travel and spread disease. 	<p>Money Matters</p> <ul style="list-style-type: none"> ▪ discuss where money comes from; ▪ talk about reasons people go to work; ▪ discuss payment resources we can use to spend money; ▪ consider why and how people might get into debt; ▪ identify things they want and need; ▪ explain ways we can keep track of what we spend.



				<ul style="list-style-type: none"> ▪ suggest ways to make things right after a mistake has been made; ▪ explain that mistakes help them to learn and grow. 		
Year 4	<p>Think Positive</p> <ul style="list-style-type: none"> ▪ understand that it is important to look after our mental health; ▪ recognise and describe a range of positive and negative emotions; ▪ discuss changes people may experience in their lives and how they might make them feel; ▪ talk about things that make them happy and help them to stay calm; ▪ identify uncomfortable emotions and what can cause them; 	<p>VIPs</p> <ul style="list-style-type: none"> ▪ with support, discuss how the impact of our attitudes affects us when trying to make new friendships; ▪ list positive actions needed to stay friends; ▪ identify a support network; ▪ know strategies for resolving conflicts; ▪ identify what bullying is; ▪ know what to do if someone is being bullied. 	<p>Respecting Rights</p> <ul style="list-style-type: none"> ▪ know what human rights are; ▪ understand that all people share the same rights ▪ know about The Universal Declaration of Human Rights and The Declaration of the Rights of the Child; ▪ know why we have rules and how they help us; ▪ understand that no one should take away our human rights; ▪ explain what respect means and understand how they can respect 	<p>One World</p> <ul style="list-style-type: none"> ▪ describe similarities and differences between people’s lives; ▪ identify opinions that are different from their own; ▪ express their own opinions; ▪ recognise that their actions impact on people in different countries; ▪ know what climate change is; ▪ know there are organisations working to help people in challenging 	<p>Safety First</p> <ul style="list-style-type: none"> ▪ discuss things they can do independently ▪ describe what a dare is and identify situations involving peer pressure; ▪ know when to seek help in risky or dangerous situations; ▪ identify and discuss some school rules for staying safe and healthy; ▪ list some of the dangers we face when we use the road; ▪ describe drugs, cigarettes and alcohol in basic terms; 	<p>It’s My Body</p> <ul style="list-style-type: none"> ▪ understand that they can choose what happens to their own bodies; ▪ know where and how to get help if they are worried; ▪ understand the importance of sleep; ▪ identify some physical changes their bodies go through during puberty; ▪ identify ways in which certain drugs, including tobacco and alcohol can harm their bodies;



	<ul style="list-style-type: none"> discuss the characteristics of a good learner. 		<p>the rights of others;</p> <ul style="list-style-type: none"> describe what a stereotype is and understand how stereotypes can be harmful. 	<p>situations in other communities.</p>	<ul style="list-style-type: none"> identify which information they should share online; identify who they should tell if they see something online that worries or upsets them. 	<ul style="list-style-type: none"> identify positive aspects about themselves; discuss the choices related to health that they make each day; identify choices that will benefit their health and provide a 'balanced lifestyle'.
Year 5	<p>Aiming High</p> <ul style="list-style-type: none"> discuss their personal achievements and skills; discuss different learning styles; identify what a positive learning attitude is; talk about the range of jobs that people do; understand what gender stereotype is; work with others in a team; 	<p>TEAM</p> <ul style="list-style-type: none"> understand what successful teamwork skills are; express opinion respectfully; explain what collaborative working is; discuss what compromise is; identify ways of showing care to others in their team; list shared responsibility 	<p>Britain</p> <ul style="list-style-type: none"> talk about the range of faiths and ethnicities in Britain; explain how and why laws are made; explain what a community is; discuss some roles of local government; describe the basic structure of national government; talk about the role of charities ad 	<p>Be Yourself</p> <ul style="list-style-type: none"> explain why everyone is unique and understand why this should be celebrated and respected explain how to communicate their feelings in different situations; explore uncomfortable feelings and understand how to manage them; discuss situations that would make 	<p>Money Matters</p> <ul style="list-style-type: none"> talk about what financial risk is; discuss ways advertisers try to influence us; identify what it means to be a 'critical consumer'; describe what 'value for money' means; explain what 'interest' is; talk about what 'tax' is. 	<p>Growing Up</p> <ul style="list-style-type: none"> describe some of the changes boys go through during puberty; describe some of the changes girls go through during puberty; describe some feelings young people might experience as they grow up; talk about their own families and relationships within it;



	<ul style="list-style-type: none"> discuss the skills everyone needs to succeed. 	<p>within the class team.</p>	<p>voluntary groups in the community.</p>	<p>people fight or flee and why;</p> <ul style="list-style-type: none"> create resolutions to tricky situations; explore how it feels to make a mistake and how to make amends. 		<ul style="list-style-type: none"> understand there are many different types of families; identify similarities and differences in different loving relationships.
<p>Year 6</p>	<p>Think Positive</p> <ul style="list-style-type: none"> talk about their thoughts, feelings and behaviours; identify unhelpful and helpful thoughts; suggest outcomes linked to certain thoughts feeling and actions; discuss ways in which positive thinking can be beneficial; identify and discuss uncomfortable emotions; identify common choices we have to make in life; use basic mindfulness 	<p>VIPs</p> <ul style="list-style-type: none"> share ideas for ways we can care for our VIPs; identify different ways to calm down when feeling angry or upset; understand that people have different opinions that should be respected; identify negative influences on my behaviour and suggest ways these can be resisted; explain when it is right to keep a secret and when it is not and who to talk to about this; 	<p>Respecting Rights</p> <ul style="list-style-type: none"> explain that there are basic human rights that all people share; understand that children have their own rights; understand that human rights are universal and cannot be taken away; recognise that there are people across the world whose rights are not met; understand the importance of being rights-respecting citizens; 	<p>One World</p> <ul style="list-style-type: none"> explain what a global citizen is; say what global warming is; understand that human energy use can harm the environment; understand the importance of not wasting water; understanding what biodiversity is; understand that their choices can have far-reaching consequences. 	<p>Safety First</p> <ul style="list-style-type: none"> describe what a dare is and identify similar situations involving peer pressure; know when to seek help in risky or dangerous situations; identify and discuss some school rules for staying safe and healthy; recall the number to dial in an emergency; know how to look after mobile devices; identify which information they should never share online; 	<p>Growing Up</p> <ul style="list-style-type: none"> name physical changes young people will experience during puberty; describe emotional changes young people might experience during puberty; appreciate that there is no such thing as a perfect body; list things that all loving relationships have in common; name the main male and female body parts needed for reproduction; explain in simple terms how



	<p>techniques, when guided;</p> <ul style="list-style-type: none">▪ describe what makes a good learner.	<ul style="list-style-type: none">▪ recognise healthy and unhealthy relationships.	<ul style="list-style-type: none">▪ explain what a human rights activist is and does.		<ul style="list-style-type: none">▪ identify who they should tell if they see something online that worries, upsets or confuses them.	<p>babies are made and how they are born.</p>
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14 Appendix 2: By the End of Primary School

By the end of primary school, children should know:

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

The guidance states that, by the end of primary school:

	Pupils should know...
Families and people who care for me	<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 (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). ▪ 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	<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	<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 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.





	<ul style="list-style-type: none"> ▪ 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.
<p>Online relationships</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 to 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.
<p>Being safe</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 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 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 report concerns or abuse, and the vocabulary and confidence needed to do so. ▪ where to get advice e.g. family, school and/or other sources.





15 Appendix 3: DfE Guidance

Physical Health and Mental Well-Being Education In Primary Schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	Pupils should know:
Mental wellbeing	<ul style="list-style-type: none"> ▪ that mental wellbeing is a normal part of daily life, in the same way as physical health. ▪ that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. ▪ how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. ▪ how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. ▪ the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. ▪ simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. ▪ isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. ▪ that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. ▪ 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 well-being or ability to control their emotions (including issues arising online). ▪ it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<ul style="list-style-type: none"> ▪ that for most people the internet is an integral part of life and has many benefits. ▪ about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. ▪ how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. ▪ why social media, some computer games and online gaming, for example, are age restricted. ▪ that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. ▪ how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. ▪ where and how to report concerns and get support with issues online.





Physical health and fitness	<ul style="list-style-type: none"> ▪ the characteristics and mental and physical benefits of an active lifestyle. ▪ the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. ▪ the risks associated with an inactive lifestyle (including obesity). ▪ how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<ul style="list-style-type: none"> ▪ what constitutes a healthy diet (including understanding calories and other nutritional content). ▪ the principles of planning and preparing a range of healthy meals. ▪ the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> ▪ the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and Prevention	<ul style="list-style-type: none"> ▪ how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. ▪ about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. ▪ the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. ▪ about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. ▪ about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. ▪ the facts and science relating to immunisation and vaccination.
Basic first aid	<ul style="list-style-type: none"> ▪ how to make a clear and efficient call to emergency services if necessary. ▪ concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<ul style="list-style-type: none"> ▪ key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. ▪ about menstrual wellbeing including the key facts about the menstrual cycle.





Relationships and Sex Education (RSE) Policy, V1.1

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for PSHE within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the 2020 Development Matter for Reception to match the programme of study for relationships and health education in addition to the non-statutory guidance of PSHE.

The most relevant statements are taken from the following areas of learning:

- Communication and Language
- Personal, social and Emotional Development
- Physical Development
- Understanding the world.

Reception	Communication and Language	<ul style="list-style-type: none"> • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases.
	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. <ul style="list-style-type: none"> - personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian
	Physical Development	<ul style="list-style-type: none"> • Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> - lining up and queuing - mealtimes
	Understanding the World	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Recognise that people have different beliefs and celebrate special times in different ways.





ELG	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.
		Speaking	<ul style="list-style-type: none"> Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
	Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
		Managing Self	<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
		Building Relationships	<ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs.
	Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others.
	Understanding the World	Past and Present	<ul style="list-style-type: none"> Talk about the lives of people around them and their roles in society.

