



Discovery Schools
Academy Trust



Fossebrook
Primary School

A place of discovery and friendship

Relationships and Sex Education Policy 2019-2022

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

This policy was approved as follows:

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Document History

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V0.1	March 2019	Liz Braithwaite	Draft policy created
V0.1	April-July 2019	Liz Braithwaite	Consultation with Trust board, parents and pupils
V0.1	September 2019	Liz Braithwaite	Changes made to policy in light of consultation comments. Final version presented to Trust Board and approved

Contents

1. Introduction and aims	4
2. Objectives.....	4
3. Statutory requirements.....	5
4. Policy development.....	6
5. Definition	6
6. Delivery of RSE	6
6.2 Entitlements	
6.3 Teaching Methodologies	
6.4 Puberty	
6.5 Contraception	
6.6 Inclusion / SEND	
6.7 Resources	
6.8 Pupil participation	
7. Roles and responsibilities.....	13
8. Parents' right to withdraw	14
9. Training.....	14
10. Monitoring Arrangements	14
Appendix 1: Specific Year Group Planning Examples.....	15
Appendix 2: The Teaching programme - Legal requirements	16
Appendix 3: References	17
Appendix 4: School Curruclum Map	18
Appendix 5: Statutory Guidance for RSE: End of Primary outcomes.....	22

1. Aims

This policy is designed to briefly outline the Schools and Trust's approach to Relationships and Sex Education within the statutory framework as defined in the statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education document (2019). It provides additional guidance and templates, which complement and reinforce the statutory guidance.

Our Trust aims are to ensure that:

- Age appropriate Relationships Education, Sex Education and Health Education is taught in **all schools**.
- Relationships Education, Sex Education and Health Education is understood across all governance levels and by school leaders, staff, parents and pupils.
- Our schools are a safe and happy environment for all pupils to learn.

At Fossebrook Primary School we believe:

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

2. Objectives

At Fossebrook Primary School

- We promote a healthy, safe and caring environment for all pupils and staff.
- We provide a broad and balanced curriculum for all our pupils, which values their diverse backgrounds and needs.
- We promote pupil's self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and

in the community.

- We prepare our pupils to confidently engage with the challenges of adult life.
- We provide enough information and support to enable our pupils to make safe choices both in the real world and online.
- Through an enriched curriculum, we provide children, with opportunities to develop the necessary skills to manage their lives effectively.
- We help our children to learn to respect themselves and others so they can move safely from childhood, through adolescence, into adulthood.
- We create a wider awareness of religious and moral values and respect for other races, religions and ways of life reflecting upon LGBT communities and other protected characteristics groups.
- When appropriate we will teach pupils about LGBT, and ensure that this content is fully integrated into the wider curriculum rather than delivered as a standalone unit or lesson.

All adults will work towards achieving these aims for RSE in our school. We seek to enable our children to:

- develop interpersonal and communication skills.
- develop positive values and a moral framework that will guide their decisions and behaviour.
- develop understanding of the value of marriage, stable relationships and family life as a positive environment for bringing up children.
- respect themselves and others, their views, backgrounds, cultures and experiences.
- develop loving, caring relationships based on mutual respect.
- name the private parts of the body confidently and communicate with trusted adults to keep themselves safe.
- understand the process of human reproduction.
- understand the reasons for and benefits of delaying sexual activity.
- be prepared for puberty and the emotional and physical effects of body changes.
- understand the attitudes and skills needed to maintain their sexual health.
- recognise and avoid exploitative relationships.
- have opportunities throughout their schooling to address RSE in an age-appropriate way.

Whilst promoting values we will ensure that pupils are offered a balanced programme by enabling young people to acquire learning that will enable them to be empowered and educated to make their own informed choices by teaching them self-respect and responsibility. Educating against discrimination and prejudice.

3. Statutory Requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, **make Relationships Education compulsory for all pupils receiving primary education** and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.⁴ They also **make Health Education compulsory in all schools** except independent schools

Discovery Trust academies do teach RSE, as they are required by their funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

2a The Academy Trust must have regard to any Guidance, further to section 403 of the Education Act 1996, on sex and relationship education to ensure that children at the Academy are protected from inappropriate teaching materials and that they learn the nature of marriage and its importance for family life and for bringing up children.

The Academy Trust must also have regard to the requirements in section 405 of the Education Act 1996, as if the Academy were a maintained school.

At Fossebrook Primary School we teach RSE as set out in this policy.

This policy is consistent with current national legislation (Education Act 1996 and Learning and Skills Act 2000). It is also consistent with current national guidance 'Sex and Relationship Education Guidance' (DfEE 2000) and recent supplementary guidance 'RSE for the 21st Century'. Our Policy reflects the view of RSE contained within the Schools White Paper 'The Importance of Teaching' as it states: "It is lifelong learning about physical, moral and emotional development. It is about the importance of marriage for family life, stable and loving relationships, respect, love and care. It is about the teaching of sex, sexuality and sexual health. **It is not about the promotion of sexual orientation or sexual activity** – this would be inappropriate teaching."

4. Policy Development and related policies

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

1. Review – a Discovery Schools Academy Trust collaborative group of professionals, representative of 13 schools pulled together all relevant information including relevant national and local guidance.
2. Trust Board consultation - all Trustees were given the opportunity to look at the policy and make recommendations
3. The draft policy was sent to parents with an invitation to discuss the policy and implementation at a meeting at school or to comment by email or telephone.
4. Ratification – once amendments were made, the policy was shared with the Advisory Board and adopted.

Related Policies

Other school policies are relevant to our provision of RSE:

- PSHE and Citizenship
- Child Protection and Safeguarding Policy and Procedures
- Science
- DSAT IT and online safety policy
- Teaching & learning Strategy

5. Definition

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

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

RSE is not about the promotion of sexual activity.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Aspects of the curriculum relating to LGBT communities are delivered through the 'Everyone's Welcome' programme.

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

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

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

These skills are taught within the context of family life.

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

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

The objectives of the RSE Curriculum will be taught in:

PSHE through designated lessons using the Cambridge PSHE programme, circle time, focused events, health weeks, Everyone's Welcome sessions, assemblies, other curriculum areas including Science, RE and PE enrichment activities, visits from the NSPCC, social skills groups, involvement in school trips and adventurous activities, activities carried out as part of our development as a health promoting school.

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

We understand that at times children will benefit from varying methods of delivering the RSE curriculum. For example, we will use single-sex groups or small group teaching where this will help us to meet the needs of children more effectively, we will use team teaching where this enables us to best use teacher expertise. We will ensure there are positive educational reasons for each method of delivery. Use of visitors, for example school nurses, are used to enhance the provision of RSE. They deliver the sessions in line with the RSE policy and are all DBS checked. School asks to see the materials visitors will use for a lesson plan in advance, so that we can ensure it meets the full range of pupils' needs (e.g. special educational needs) is age-appropriate and accessible to all.

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

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

6.2 Entitlements

Fossebrook Primary School, together with our community partners, is committed to working towards the implementation and development of the following entitlements.

Children are entitled to:

1. Accurate, up-to-date, useful and appropriate information delivered in a way that meets their individual needs
2. A well-planned, well-delivered SE programme, which is flexible to cater for their changing needs over time
3. Know where and how to access information, support and local services
4. Be informed about issues of confidentiality and how it affects them
5. Have their views and ideas received in a respectful and non-judgemental manner
6. Be involved in developing and evaluating the content, delivery and timing of their SE programme.

Teaching Staff are entitled to:

1. Access to high quality, up-to-date, accurate information, resources and training
2. Mutual understanding of roles and responsibilities in relation to the planning and delivery of RSE
3. Contribute their views and ideas in support of the development of RSE for children
4. Professional guidance and support
5. Be informed about issues of confidentiality and procedures to be followed.

Parents, carers and other adults in the community are entitled to:

1. Accessible, accurate, up-to-date, information delivered in a way which meets their needs
2. A safe and supportive environment for their children
3. Information on how and when RSE is taught
4. Understand their rights and responsibilities in relation to RSE policy and curriculum.

6.3 Teaching Methodologies

Ground Rules: RSE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any RSE work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language
- The asking and answering of personal questions
- Strategies for checking or accessing information.

Answering Questions: We acknowledge that sensitive and potentially difficult issues will arise in RSE as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which

reflects the stated school aims and curriculum content for RSE. As a first principle we will answer questions relating to the taught planned curriculum for that age group to the whole class. We will answer questions relating to areas beyond the taught planned curriculum for that age group, in a sensitive and age appropriate way only to the child or children who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it they will seek guidance from the PSHE leader.

When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, teachers will pass this information to the designated person for child protection in line with school policy. In dealing with difficult questions, ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Staff will be careful to ensure that their personal beliefs and attitudes do not influence the teaching of relationships and sex education. To minimise embarrassment a child might feel, a safe environment will be established to promote confidence in asking questions, although the sessions will be mixed sex, a separate session will be offered to boys and girls to create an environment where they feel comfortable to ask questions. Children will be encouraged to use the correct medical terminology for the body parts to dispel myths and minimise confusion.

Staff agree to answer questions as honestly as possible in a safe and sensitive, age appropriate way. This may involve answering the questions on an individual basis to meet the individual child's needs.

Distancing Techniques: In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will use fiction, puppets, case studies, role-play, videos, theatre in education to enable children to share ideas and opinions and to practice their decision-making skills in a safe learning environment. A questions box will be provided for the children to put in questions that they don't feel comfortable asking out aloud.

We will primarily use the Cambridge PSHE programme and the resources recommended within it when planning and delivering the RSE Curriculum. We will avoid a 'resource-led' approach to delivering RSE, instead focusing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will carefully evaluate teacher resources, leaflets and videos before using them. We will select resources which:

- are consistent with our Curriculum for RSE
- relate to the aims and objectives of this Policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- appeal to adults and children
- are up-to-date in factual content
- are produced by a reputable organization
- do not show unfair bias e.g. towards a commercial product
- avoid racial, gender and sexual stereotyping
- encourage active and participative learning
- conform to the legal requirements for RSE.

6.4 Puberty

Primary: We will teach about puberty in Years 5 and 6, in accordance with our Curriculum for RSE. Younger children may be aware of puberty and we will answer their questions appropriately on an individual basis. We recognise the importance of ensuring that both boys and girls have a good understanding of puberty before they reach it. If a Year 4 child appears to have an advanced physical development, we will consider whether they too should be involved in lessons about puberty. This will always be done in consultation with parents via the class teacher. We recognise the importance of ensuring that young people understand about the physical and emotional changes of

puberty before they reach it, in order to allay fears or concerns. We also recognise that young people develop at different rates. When teaching about puberty in our RSE programme, we will be sensitive to the needs of those developing at different rates. We will respond appropriately and sensitively when parents contact the school with information they wish to share about the needs of their child. Parents will be made aware of their responsibility to keep school informed of changes which may impact upon the care we need to provide for their child through newsletters, parents evenings and the website. We will ensure that our young people have different opportunities to learn about puberty and their developing sexuality and prepare themselves for it. Programmes will be tailored to individual needs where appropriate. We may use single sex groups to address particular needs, such as girls' practical need for information about managing periods. We may work with groups of Year 5 and Year 6 pupils separately to ensure they receive appropriate information at these age groups.

We will ensure that sensitive arrangements are made for girls who have started menstruating. This includes the provision of sanitary disposal units and the discreet provision of 'emergency' sanitary protection. Staff will respond to such requests discreetly.

Provision for pubertal children: Sanitary disposal units are located in some of the cubicles within the girls' toilets. Girls who have started their periods can approach any member of staff for support or sanitary protection. Sanitary products will always be available to girls should they need them in an emergency.

6.5 Contraception

Primary: We recognise that many primary-aged children are aware of some forms of contraception and have begun to understand that adults do not only engage in sexual activity when they wish to reproduce. Children may ask direct questions about contraception or may reveal knowledge (accurate or inaccurate) about contraception in discussion with adults or their peers. We will refer to guidelines for responding to these questions in '6B Answering Children's RSE Questions in the Primary School'

We will answer children's questions in general terms and will ensure that our answers reflect the responsible choices adults make in deciding when to have children. This will enable pupils to further understand the responsibilities of adult life.

We have also decided to address this issue directly in very broad terms as part of the taught RSE Curriculum at Year 6. The learning will be set in the context of responsible parenting decisions. It will not include details regarding access to or application of contraception.

There are extremely rare occasions when an adult in a primary school may believe that a child's question about contraception derives from a child's own sexual activity or contemplation of sexual activity. In this case, the adult will consult immediately with the designated teacher for safeguarding child protection, who will make sensitive arrangements, ensuring there has been discussion with the child and explanation, to involve the child's parents (if appropriate) and, if necessary, other professionals. Sexual activity under 13 is always a matter of Safeguarding and Child Protection. We will teach about contraception in the context of RSE and PSHE in an age appropriate context.

6.6 Inclusion

We understand the importance of ensuring that all children in our school receive their entitlement to RSE. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering RSE. In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding.

In order to ensure the RSE Curriculum meets the needs of all:

- We will not promote one particular lifestyle over another.
- We will not seek to gain consensus, but will accept and celebrate difference.
- We will encourage respect and discourage abuse and exploitation.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

In relation to those with special educational needs or disability, we will review our RSE programme to ensure that provision is made for those with additional needs. We will consider:

- their level of vulnerability
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve all staff, including ancillary staff and carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils.

Inclusion and differentiation included in the delivery of the sessions will take into consideration sexual orientation, gender identity, faith and culture, as part of the school's inclusion policy. Due to the diversity of families and relationships, small group work or one to one sessions will be offered to meet individual needs. Vulnerable children will be offered additional small group targeted sessions with the school nurse if needed.

The needs of boys as well as girls will be addressed: historically, within RSE, there has been a tendency to focus more heavily on girls rather than boys. However, Fossebrook Primary School will also focus on the changes that are happening to boys as well as girls, each learning about the changes that happen to each other.

While delivering the RSE curriculum and with a duty to safeguard our children, they may make personal disclosures either in class or to individual teachers/adults, if this situation arises it will be dealt with in line with the current Safeguarding and child protection policy and procedures.

6.7 Resources

Resources that may be used;

- FPA resources, Sense primary resources, NSPCC resources and lesson plans.
- BBC growing up DVD and lesson plans
- CPHVA school nursing resources

- Expect Respect education toolkit – women’s aid.
- Betty for schools – encouraging open and honest talk about periods.
- Power-point presentations. Yr 5 and 6
- Ice Breaker exercise on appropriate use of words medical terminology/exploring sanitary wear/foetuses /body board/ noughts and crosses quiz to evaluate learning.
- Evaluation forms at beginning/end of session to children and teachers.
- Egg, sperm, Game on menstruation /worksheets to facilitate group-work and discussion.
- Sexual health and relationships: up to date information on all aspects of sexual and reproductive health available on Sexwise’s website which teachers may find helpful for their knowledge.
- Abuse in relationships: Disrespect NoBody from the Home Office and Government Equalities Office.
- PSHE Association lesson plans from the PSHE association.
- LGBT inclusivity: Stonewall lesson plans and materials for primary and secondary.
- Resources covering all contexts, including online, and specifically relationships and bullying, alcohol, smoking, stress, body image from Public Health England website with videos made by young people and resources tested with teachers.
- ‘Everyone’s Welcome’ books and lessons materials

6.8 Pupil Participation

- We will involve children in the evaluation and development of their RSE in ways appropriate to their age
- We will engage the children in assessment activities to establish their development needs, for example ‘Draw and Write’ activities
- We will encourage children to ask questions as they arise by providing anonymous question boxes.
- We will ask children to reflect on their learning and set goals for future learning.
- We will consult children (e.g. through School Council) about their perception of the strengths of our RSE programme and the areas to be further developed.

7. Roles and responsibilities

We regard it as the shared responsibility of all adults working in the school to respond appropriately to a child’s request for information and advice. All staff are encouraged to access support from colleagues where necessary.

7.1 The Trust board

The Trust board will approve the RSE policy, and hold the Trust to account for its implementation. Evidenced through the curriculum strategy, website compliance and the monitoring of teaching and learning in this area by the Director of Education and SIP (School Improvement Partner). The KPI for RSE will require that all schools attain at least good for personal development under the new Ofsted framework (Sept 2019). Trustees hold responsibility for the RSE Policy and will be assisted in monitoring its implementation by the Head of Safeguarding and Pupil Well-being, the Headteacher and the PSHE Lead.

7.2 The Advisory board

The Advisory board will ensure that the RSE consultation and personalisation of the policy reflects the context and curriculum of the school and its community.

7.3 The headteacher

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

7.4 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE
- Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

7.5 Pupils

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

7.6 PSHE Lead

- The PSHE Lead is responsible for reviewing and evaluating RSE at our school. The PSHE Lead will report to the Head Teacher in this task.
- Staff will be assisted in their planning and delivery of the 'Curriculum for RSE' by the PSHE Lead who will, with support, provide lesson plans and activities for colleagues, collate assessments, liaise with PSHE advisors, plan INSET to meet staff needs and liaise with visitors who support the RSE curriculum.

8. Involvement of Parents and their right to withdraw

Parents and carers are the key figures in supporting their children through the emotional and physical aspect of growing up. We recognise that many children would prefer to receive information about RSE from their parents and carers. Therefore, we seek to work in partnership with parents and carers when planning and delivering RSE. We will encourage this partnership by:

- Informing parents and carers by letter of our school RSE curriculum
- Providing parents, through our website, to comment on RSE within school and voice any concerns
- Inviting parents to learn more about resources and activities used in RSE
- Gathering parents' views on the RSE Policy and taking these into account when it is being reviewed
- Informing parents and carers about the RSE programme as their child joins the school through the school brochure/prospectus/website
- Providing supportive information about parents' role in RSE
- Inviting parents to discuss their views and concerns about RSE on an informal basis.

Parents and carers will be given access to this Policy on request. It will also be available on the school website within the 'Policy' section or from the school Office. It has been discussed in more detail at a parents' evening offered prior to the delivery of the sessions. Including resources for parents to look at and information for them to take away on how to answer their children's questions.

Parents' have the right to withdraw their children from the non-statutory components of RSE (Appendix 2).

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from RSE lessons.

9. Training

Staff are trained on the delivery of RSE as part of their ongoing CPD and performance management cycle.

The headteacher and/or PSHE Lead will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring, Evaluating and Reviewing our RSE Policy

Monitoring and evaluation of the Policy is the responsibility of the Senior Leadership Team and the Advisory Board. Information will be gathered from the Head Teacher, the PSHE Lead, SIP, Ofsted and parents to inform judgements about effectiveness.

The policy will be added to the Discovery Schools Policy Framework to ensure its review is systematic and timely. This policy will be reviewed in line with this document by the Head of Safeguarding and Pupil Wellbeing.

Appendix 1

Specific year groups planning sheet (suggested plan)

Key stage one Growing and changing Making babies Respect / friendship / kindness

How it could be taught

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

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

Respect / friendship and kindness Expect respect lesson plans Bullying / kindness / how to treat each other

Key stage two

Puberty Hormones Emotional changes / relationships / kindness / friendships/ bullying Taking care of your emotional health Relationships with parents, friends Specific gender changes including; Wet-dreams Masturbation – not actively taught Periods Breast development Hygiene How to keep clean and take care of yourself as you are growing

Sex What is love, including trust, respect and communication. Discussion on sex including; Knowing someone well and trusting them People have sex for different reasons, they enjoy it, they want to have a baby or they don't want to have a baby so they use contraception. Conception / pregnancy 2 women or two men could love each other. – not actively taught Family models – different families, what is a family?

FPA interactive resources – 'Growing up with Yasmine and Tom'

Released in the summer term 2014. Annual subscription resources regularly updated. Printable workbooks Higher key stage one; Body Lifestyle Gender stereotypes Keeping safe Feelings Relationships Pre-puberty changes People that can help How to stay safe Safe online Periods Wet-dreams On line safety How babies are made and born Feelings Resilience Knowing boundaries

Body changes Puberty /hygiene

Links to information regarding the 'PANTS' programme in schools

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

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

Appendix 2

The teaching programme

Nursery/foundation

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

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

Year 1 and year 2

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

Lower key stage 2 (Yr. 3 and 4)

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

Upper key stage 2 (Yr5 and 6)

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

Appendix 3

References

- Guidance on producing your school's RSE policy – PSHE Association 2013
- WWW.SEXEDUCATIONFORUM.ORG.UK Leicestershire Healthy Schools Programme, outline Sex and Relationships Education Policy for a Primary School Sex and Relationship Education Guidance DfE 2000
- National Curriculum SEPT 2013 Arc federation RSE policy - 2014 Every child matters - 2004 Statutory Framework for the Early Years Foundation Stage, setting the standards for learning, development and care for children from birth to five.
- (DfE, 2012) PSHE association Department for Education.
- (2017) Schools to teach 21st Century Relationships and Sex Education.
- Department for Education policy statement: Relationships Education, Relationships and Sex Education, And Personal, Social, Health And Economic Education. (2017)
- Statutory Guidance for Relationships and Sex Education (2019)

Appendix 4: Curriculum overviews

Cambridgeshire Primary Personal Development Programme • Years 1 and 2 Framework		
<p>Myself & My Relationships Beginning and Belonging</p> <ul style="list-style-type: none"> Do I understand simple ways to make sure my school is a safe, happy place? RR How can I get to know the people in my class? CF How do I feel when I am doing something new? MW How can I make someone feel welcome in class? MW What helps me manage in new situations? MW Who can help me at home and at school? BS 	<ul style="list-style-type: none"> Feeling safe and happy Belonging in the class / school / community Ground rules / class charters Doing new things Resilience Asking for help 	<p>Citizenship Rights, Rules & Responsibilities</p> <ul style="list-style-type: none"> How do rules make me feel happy and safe? How do I take part in making rules? Who looks after me and what are their responsibilities? What jobs and responsibilities do I have in school and at home? Can I listen to other people, share my views and take turns? RR Can I take part in discussions and decisions in class? <ul style="list-style-type: none"> Class and school rules and charters Rules and laws in society Understanding right and wrong Explaining views Decision making School and class councils Responsibilities to other people
<p>Myself & My Relationships My Emotions</p> <ul style="list-style-type: none"> What am I good at and what is special about me? RR How can I stand up for myself? RR Can I name some different feelings? MW Can I describe situations in which I might feel happy, sad, cross etc? MW How do my feelings and actions affect others? MW How do I manage some of my emotions and associated behaviours? MW What are the different ways people might relax and what helps me to feel relaxed? MW Who do I share my feelings with? MW 	<ul style="list-style-type: none"> Self awareness Assertiveness Identifying & naming emotions Coping with feelings Feelings, thoughts & behaviour Likes & dislikes Impulsive behaviour Calming down & relaxing Seeking support 	<p>Myself & My Relationships Family and Friends</p> <ul style="list-style-type: none"> Can I describe what a good friend is and does and how it feels to be friends? CF Why is telling the truth important? CF What skills do I need to choose, make and develop friendships? CF How might friendships go wrong, and how does it feel? CF How can I try to mend friendships if they have become difficult? CF What is my personal space and how do I talk to people about it? BS Who is in my family and how do we care for each other? FP Who are my special people, why are they special and how do they support me? CF <ul style="list-style-type: none"> Friendship Truthfulness My family Special people Problem solving in relationships Different points of view Personal space Safety circles
<p>Citizenship Working Together</p> <ul style="list-style-type: none"> What am I and other people good at? What new skills would I like to develop? How can I listen well to other people? RR How can I work well in a group? RR Why is it important to take turns? RR How can I negotiate to sort out disagreements? CF How are my skills useful in a group? What is a useful evaluation? RR 	<ul style="list-style-type: none"> Recognising strengths Developing skills Steps towards goals Effective communication Compromise & co-operation Discussion & negotiation Applying group work & communication skills Evaluating 	<p>Myself & My Relationships Anti-bullying</p> <ul style="list-style-type: none"> Why might people fall out with their friends? CF Can I describe what bullying is? RR Do I understand some of the reasons people bully others? RR Why is bullying never acceptable or respectful? RR How might people feel if they are being bullied? MW Who can I talk to if I have worries about friendship difficulties or bullying? RR How can I be assertive? RR Do I know what to do if I think someone is being bullied? RR How do people help me to build positive and safe relationships? CF What does my school do to stop bullying? RR <ul style="list-style-type: none"> Respecting difference Defining bullying Physical, mental and emotional wellbeing Assertiveness Safety circles Telling & asking for help Supporting others Creating an anti-bullying ethos
<p>Citizenship Diversity and Communities</p> <ul style="list-style-type: none"> What makes me 'me', what makes you 'you'? RR Do all boys and all girls like the same things? RR What is my family like and how are other families different? FP What different groups do we belong to? RR What is a stereotype and can I give some examples? RR Who helps people in my locality and what help do they need? MW What does 'my community' mean and how does it feel to be part of it? MW How do people find out about what is happening in my community? MW How do we care for animals and plants? How can I help look after my school? 	<ul style="list-style-type: none"> My identity Different families Different cultures and beliefs Groups in and out of school Respect Community Stereotypes People who help us School environment Needs of people/animals / pets/plants 	<p>Economic Wellbeing Financial Capability</p> <ul style="list-style-type: none"> Where does money come from and where does it go when we 'use' it? How might I get money and what can I do with it? How do we pay for things? What does it mean to have more or less money than you need? How do I feel about money? How do my choices affect me, my family, others? What is a charity? <ul style="list-style-type: none"> Money in different / familiar contexts Cash values Money as a finite resource Uses of money Saving and spending Effects of loss How banks etc work Emotions in relation to money Charity
<p>Healthy & Safer Lifestyles Managing Safety and Risk</p> <ul style="list-style-type: none"> What are risky situations and how do they make me feel? MW What is my name, address and phone number and when might I need to give them? BFA What is an emergency and who can help? BFA What makes a place or activity safe for me? MW What are the benefits and risks for me when walking near the road, and how can I stay safer? MW What are the benefits and risks for me in the sun and how can I stay safer? HP What do I enjoy when I'm near water and how can I stay safer? MW What are the risks for me if I am lost and how can I get help? BS How can I help to stop simple accidents from happening and how can I help if there is an accident? BFA 	<ul style="list-style-type: none"> Risky situations Emotions associated with risk Basic personal information Asking for & giving help in an emergency Safety eyes & ears Road safety Travel to & from school Rules for keeping safer Sun safety Water safety Keeping safe from accidents 	<p>Healthy & Safer Lifestyles Drug Education</p> <ul style="list-style-type: none"> Which substances might enter our bodies, how do they get there and what do they do? DAT What are medicines and why and when do some people use them? DAT When and why do people have an injection from a doctor or a nurse? HP Who is in charge of what medicine I take? DAT What different things can help me feel better if I feel poorly? DAT How can I keep safe with medicines and substances at home and at school? DAT What is persuasion and how does it feel to be persuaded? MW <ul style="list-style-type: none"> Medicines Health professionals Going to the doctors Feeling ill, feeling better Risky household substances Safety rules Being persuaded
<p>Healthy & Safer Lifestyles Digital Lifestyles</p> <ul style="list-style-type: none"> What are some examples of ways in which I use technology and the internet and what are the benefits? OR What is meant by "identity" and how might someone's identity online be different from their identity in the physical world? OR What are some examples of online content or contact which might mean I feel unsafe, worried or upset? OR What sort of information might I choose to put online and what do I need to consider before I do so? OR When might I need to report something and how would I do this? OR What sort of rules can help to keep us safer and healthier when using technology? IS Who can help me if I have questions or concerns about what I experience online or about others' online behaviour? IS 	<ul style="list-style-type: none"> Decision making Positive contributions Evaluating content Information storage & sharing Mental & physical wellbeing Responsibilities Reporting 	<p>Healthy & Safer Lifestyles Personal Safety</p> <ul style="list-style-type: none"> Can I identify different feelings and tell others how I feel? MW Which school/classroom rules are about helping people to feel safe? BS Can I name my own Early Warning Signs? BS How do I know which adults and friends I can trust? CF Who could I talk with if I have a worry or need to ask for help? BS What could I do if a friend or someone in my family isn't kind to me? BS Can I identify private body parts and say 'no' to unwanted touch? BS What could I do if I feel worried about a secret? BS What could I do if something worries or upsets me when I am online? BS <ul style="list-style-type: none"> Identifying and communicating feelings School/classroom rules Early Warning signs Identifying trusted adults Personal networks Recognising unkind behaviour Bodily autonomy Safe, unsafe & unwanted touch Safe and unsafe secrets Online safety

Myself & My Relationships

Beginning and Belonging

What is my role in making my school a place where we can learn happily and safely? RR
 How can we build relationships in our class and how does this benefit me? CF
 What does it feel like to be new or to start something new? MW
 How can I help children and adults feel welcome in school? RR
 What helps me manage a new situation or learn something new? MW
 Who are the different people in my network who I can ask for help? BS

- Ground rules / class charters
- Responsibilities
- Belonging
- New situations
- Meeting new people
- Resilience
- Managing feelings
- Asking for help
- Networks of support

Citizenship

Rights, Rules & Responsibilities

• What does it mean to be treated and to treat others with respect? RR
 • Who are those in positions of authority within our school and communities and how can we show respect? RR
 • Why do we need rules at home and at school? RR • What part can I play in making and changing rules?
 • What do we mean by rights and responsibilities?
 • What are my responsibilities at home and at school?
 • How do we make democratic decisions in school?
 • What is a representative and how do we elect them?

- Respect
- Authority
- Class/school rules & charters
- Rights and responsibilities
- Democracy at school
- School and class councils
- Decision making
- Debating and voting
- Responsibilities at school and at home

Myself & My Relationships

My Emotions

Why is it important to accept and feel proud of who we are? RR
 What does the word 'unique' mean and what do I feel proud of about myself? RR
 Why is mental wellbeing as important as physical wellbeing? MW
 How can I communicate my emotions? MW
 Can I recognise some simple ways to manage difficult emotions? MW
 What does it mean when someone says I am "over reacting" and how do I show understanding towards myself and others? MW
 How do my actions and feelings affect the way I and others feel? MW
 How do I care for other people's feelings? MW
 Who can I talk to about the way I feel? MW
 How can I disagree without being disagreeable? RR

- Self-respect
- Mental wellbeing
- Communicating emotions
- Self-care
- Diverse emotions/ responses
- Care & respect for others
- Seeking support

Myself & My Relationships

Family and Friends

• How do good friends behave on and offline and how do I feel as a result? OR
 • What is a healthy friendship and how does trust play an essential part? CF
 • What skills do I need for choosing, making and developing friendships and how effective are they? CF
 • How can I help to resolve disagreements positively by listening and compromising? CF
 • Can I empathise with other people in a disagreement? CF
 • How can I check with my friends that their personal boundaries have not been crossed? BS
 • How do my family members help each other to feel safe and secure even when things are tough? FP
 • Who is in my network of special people now and how do we affect and support each other? FP

- Developing friendships
- On and offline friendships
- Emotions in relationships
- Trustworthiness
- Special people and networks
- Compromise
- Empathy
- Conflict resolution
- Personal boundaries
- Networks of support

Citizenship

Working Together

What am I good at and what are others good at?
 What new skills would I like or need to develop?
 How well can I listen to other people? RR
 How do I ask open questions? RR
 How can I share my views and opinions effectively? RR
 How can different people contribute to a group task?
 How can I persevere and overcome obstacles to my learning? CF • How can I work well in a group? CF
 What is useful evaluation?
 How do I give constructive feedback and receive it from others? RR

- Recognising and valuing strengths
- Developing skills
- Steps towards goals
- Effective communication
- Questioning skills
- Problem solving and perseverance
- Decision making
- Communication and group work skills
- Evaluating
- Feedback

Myself & My Relationships

Anti-bullying

• How are falling out and bullying different? CF
 • How do people use power when they bully others? RR
 • What are the key characteristics of different types of bullying? RR
 • How can lack of respect and empathy towards others lead to bullying? RR
 • What is the difference between direct and indirect forms of bullying? RR
 • What are bystanders and followers and how might they feel? MW
 • Do I understand that bullying might affect how people feel for a long time? MW
 • How can I support people I know who are being bullied by being assertive? RR
 • How does my school prevent bullying and support people involved? RR

- Falling out
- Prejudiced-based bullying
- Respect
- Direct and indirect bullying
- Cyberbullying
- Bystanders and followers
- Being supportive
- Getting help

Citizenship

Diversity and Communities

What have we got in common and how are we different? RR
 How might others' expectations of girls and boys affect people's feelings and choices? RR
 How are our families the same and how are they different? FP
 Do people who live in my locality have different traditions, cultures and beliefs? RR
 How does valuing diversity benefit everyone? RR
 Why are stereotypes unfair and how can I challenge them? RR
 How do people in my locality benefit from being part of different groups? MW
 What are the roles of people who support others with different needs in my community? MW
 How does the media work in my community? MW
 How can we care for the local environment and what are the benefits?
 What do animals need, and what are our responsibilities?

- Similarities and differences
- People in the community
- People with different backgrounds
- Stereotypes
- Roles in the community
- Local environment
- Animal welfare
- Role of the media

Economic Wellbeing

Financial Capability

• What different ways are there to earn and spend money?
 • What do saving, spending and budgeting mean to me?
 • How can I decide what to spend my money on and choose the best way to pay?
 • What might my family have to spend money on?
 • What is 'value for money'?
 • How do my feelings about money change?
 • How do my choices affect my family, the community, the world and me?

- Understanding large amounts of money
- Sources of money
- Saving and spending
- Cash versus money
- Keeping track of money
- Value for money
- Impact of choices
- Charities
- Emotions

Healthy & Safer Lifestyles

Managing Safety and Risk

How do I feel in risky situations and how might my body react? MW
 Can I make decisions in risky situations and might my friends affect these decisions?
 When might I meet adults I don't know & how can I respond safely? BS
 What actions could I take in an emergency or accident and how can I call the emergency services? BFA
 What are the benefits of using the roads and being near water and how can I reduce the risks? MW
 How is fire risky and how can I reduce the risks?
 How do I keep myself safe during activities and visits?
 How can I stop accidents happening at home and when I'm out?

- Emotions in risky situations
- Dealing with pressure in risky situations
- Reactions to risk
- Taking action in an emergency
- Road safety
- Fire safety
- Beach safety
- Safety near waterways
- Safety during activities and visits
- Preventing accidents in familia settings

Healthy & Safer Lifestyles

Drug Education

• What medical & legal drugs do I know about, and what are their effects? DAT
 • Who uses and misuses legal drugs? DAT
 • Why do some people need medicine and who prescribes it? DAT
 • What are immunisations and have I had any? HP
 • What are the safety rules for storing medicine and other risky substances? DAT
 • What should I do if I find something risky, like a syringe? DAT
 • What do I understand about how friends and the media persuade and influence me? CF

- Medicines and legal drugs
- People who use medicines & legal drugs
- Rules for safe storage
- Finding risky items
- Influence of friends and media
- Immunisations

Healthy & Safer Lifestyles

Digital Lifestyles

How might my use of technology change as I get older, and how can I make healthier and safer decisions? OR
 How does my own and others' online identity affect my decisions about communicating online? OR
 How might people with similar likes & interests get together online? OR
 Can I explain the difference between "liking" and "trusting" someone online? OR

- Benefits of technology
- Being healthier & safer
- Online identity
- Online contact
- Liking & trusting
- Mental wellbeing
- Reliability of online content
- Age restrictions
- Asking for help

<p>Myself & My Relationships Beginning and Belonging</p> <ul style="list-style-type: none"> • What are my responsibilities for making sure everyone in school feels happy and safe? RR • How can I take responsibility for building relationships in my school and how does this benefit us all? CF • How might different people feel when starting something new and how can I help? MW • How do we make people feel welcome and valued in and out of school? CF • What helps me to be resilient in a range of new situations? MW • Are there more ways I can get help now and how do I seek support? BS 	<ul style="list-style-type: none"> • Ground Rules / class charters • Responsibilities • Belonging • New experiences • Resilience • Managing emotions • Network of support • Online sources of support 	<p>Citizenship Rights, Rules & Responsibilities</p> <ul style="list-style-type: none"> • What are the conventions of courtesy & manners and how do these vary? RR • How does my behaviour online affect others & how can I show respect? IS • Why is it important to keep my personal information private, especially online? OR • How can I contribute to making and changing rules in school? RR • How else can I make a difference in school? • Are there places or times when I have to behave differently? RR • What are the basic rights of children and adults? • Why do we have laws in our country? • How does democracy work in our community and in our country? • What do councils, councillors, parliament and MPs do? • Can I take part in a debate and listen to other people's views? RR <ul style="list-style-type: none"> • Courtesy, manners & respect • Online behaviour • Privacy • Ground rules/class charters • Children's rights • Conflicting rights & responsibilities • Rules and laws in society • Role of the police • Local and national democracy • Participation in class & school • School and class councils • Social and moral issues
<p>Myself & My Relationships My Emotions</p> <ul style="list-style-type: none"> • How can we make mental wellbeing a normal part of daily life, in the same way as physical wellbeing? MW • What does it mean to have a 'strong sense of identity' & 'self-respect'? RR • What can I do to boost my self-respect? RR • How do I manage strong emotions? MW • How can I judge if my own feelings and behaviours are appropriate & proportionate? MW • How do I recognise how other people feel and respond to them? • What is loneliness and how can we manage feelings of isolation? MW • How common is mental ill health and what self-care techniques can I use? MW • What kinds of problems can be caused by impulsive online communication? IS • How and from whom do I get support when things are difficult? MW 	<ul style="list-style-type: none"> • Mental health • Self-respect & identity • Feelings, thoughts, behaviour • Recognising strong feelings • Loneliness • Empathy • Networks of support 	<p>Myself & My Relationships Family and Friends</p> <ul style="list-style-type: none"> • What are the characteristics of healthy friendships on and offline and how do they benefit me? CF • How do trust and loyalty feature in my relationships on and offline? CF • What are the benefits and risks of making new friends, including those I only know online? OR • Can I always balance the needs of family & friends & how do I manage this? FP • Can I communicate, empathise & compromise when resolving friendship issues? CF • How can I check that my friends give consent on and offline? BS • How do people in my family continue to support each other as things change? FP • Who are in my networks, on & offline, and how have these, changed and how do we support each other? OR <ul style="list-style-type: none"> • Healthy friendships • Trust • Loyalty • Empathy • Compromise • Consent • Changing networks • Family support • Influences and pressures • Cooperation • Networks of support • Online communities
<p>Citizenship Working Together</p> <ul style="list-style-type: none"> • What are my strengths and skills and how are they seen by others? • What helps me learn new skills effectively? • What would I like to improve and how can I achieve this? • How could my skills and strengths be used in future employment? • What are some of the jobs that people do? • How can I be a good listener to other people? CF • How can I share my views effectively and negotiate with others to reach agreement? RR • How can I persevere and help others to do so? CF • How can I give, receive and act on sensitive and constructive feedback? RR 	<ul style="list-style-type: none"> • Self perception and self evaluation • Developing skills • Steps towards goals • The world of work • Effective communication • Chairing group discussions • Courtesy, negotiation & debate • Problem solving and perseverance • Influence of the media • Evaluation 	<p>Myself & My Relationships Anti-bullying</p> <ul style="list-style-type: none"> • Can I explain the differences between friendship difficulties and bullying? CF • Can I define the characteristics and different forms of bullying? RR • How do people use technology & social media to bully others and how can I help others to prevent and manage this? RR • What do all types of bullying have in common? RR • Might different groups experience bullying in different ways? MW • How can people's personal circumstances affect their experiences? MW • How does prejudice sometimes lead people to bully others? CF • Can I respond assertively to bullying, online and offline? RR • How might bullying affect people's mental wellbeing and behaviour? MW • How and why might peers become colluders or supporters in bullying situations? RR • Can I identify ways of preventing bullying in school and the wider community? RR <ul style="list-style-type: none"> • Friendship difficulties • Defining bullying • Bullying relating to race/religion/culture • Homophobic, biphobic & transphobic bullying • Cyberbullying • Physical, mental & emotional wellbeing • Peer influence • Bystanders/colluders • Responsive strategies • Assertiveness • Equality Act • Sources of support
<p>Citizenship Diversity and Communities</p> <ul style="list-style-type: none"> • How do other people's perceptions, views and stereotypes influence my sense of identity? RR • How do views of gender affect my identity, friendships, behaviour & choices? RR • What are people's different identities, locally and in the UK? FP • How can I show respect to those with different lifestyles, beliefs & traditions? RR • What are the negative effects of stereotyping? RR • Which wider communities & groups am I part of & how does this benefit me? MW • What are voluntary organisations and how do they make a difference? MW • What is the role of the media and how does it influence me and my community? • Who cares for the wider environment and what is my contribution? 	<ul style="list-style-type: none"> • Influences on my identity • Gender • Diversity in communities • Challenging stereotypes • Voluntary, community, charitable and pressure groups • The media • Environmental issues • Sustainability 	<p>Economic Wellbeing Financial Capability</p> <ul style="list-style-type: none"> • What different ways are there to gain money? • What sort of things do adults need to pay for? • How can I afford the things I want or need? • How can I make sure I get 'value for money'? • Why don't people get all the money they earn? • How is money used to benefit the community or the wider world? • What is poverty? <ul style="list-style-type: none"> • Earnings & deductions • Wants and needs • Range of jobs • Budgeting • Debt and credit • Financial planning (including insurance and pensions) • Making choices • Managing feelings about money • Poverty • Role of charities
<p>Healthy & Safer Lifestyles Managing Safety and Risk</p> <ul style="list-style-type: none"> • When might it be good for my mental health for me to take a risk? MW • What are the possible benefits and consequences of taking physical, emotional and social risks? MW • When am I responsible for my own safety as I get older and how can I keep others safer? BS • How can I safely get the attention of a known or unknown adult in an emergency? BS • Can I carry out basic first aid in common situations, including head injuries? BFA • What are the benefits of cycling and walking on my own and how can I stay safer? MW • How can being outside support my wellbeing & how do I keep myself safe in the sun? HP • What are the benefits of using public transport and how can I stay safe near railway 	<ul style="list-style-type: none"> • Personal responsibility for safety • Reduction strategies • Areas of support • Basic first aid • Road safety • Fire safety • Cycle safety • Water safety • Health and safety rules in school • Preventing a wider range of accidents • Responsibility? 	<p>Healthy & Safer Lifestyles Drug Education</p> <ul style="list-style-type: none"> • What do I know about medicines, alcohol, smoking, solvents and illegal drugs and why people use them? DAT • How does drug use affect the way a body or brain works? DAT • How do medicines help people with different illnesses? DAT • What immunisations have I had or may I have in future and how do they keep me healthy? HP • What is drug misuse? DAT • What are some of the laws about drugs? DAT • When and how should I check information about drugs? DAT <ul style="list-style-type: none"> • Effects of drug use • Essential use of medicines • Drug misuse • Staying safe around risky substances • Influence of friends and media • Reliability of information • Immunisations <p>Healthy & Safer Lifestyles Personal Safety</p> <ul style="list-style-type: none"> • How do I recognise my own feelings and consider how my actions may affect the feelings of others? MW • Can I use my Early Warning Signs to judge how safe I am feeling? BS • How do I judge who is a trusted adult or trusted friend? CF <ul style="list-style-type: none"> • Recognising own feelings & considering others • Rights and responsibilities • Is my fun, fun for everyone? • Early Warning signs • Identifying trusted adults • Personal networks • Safety continuum

Appendix 5

Statutory Relationships Guidance: end of primary outcomes.

By the end of primary school pupils should know:

Families and people who care for me

- that families are important for children growing up because they can give love, security and stability.
 - the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different 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.

Caring friendships

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, 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

- 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.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- The 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.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

- that people sometimes behave differently online, including by pretending to be someone they 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.

Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that 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.