

Parklands Primary School



Relationships and Sex Education Policy (RSE) (From 2020)

Inspiring Success

Approved by: Full Governing Board

Date: 21.10.2021

Next review due by: September 2022

Contents

1. [Aims](#)
2. [Statutory requirements](#)
3. [Policy development](#)
4. [Definition](#)
5. [Curriculum](#)
6. [Delivery of RSE](#)
7. [Roles and responsibilities](#)
8. [Parents' right to withdraw](#)
9. [Training](#)
10. [Monitoring arrangements](#)

[Appendix 1: Curriculum map](#)

[Appendix 2 and 2.1: By the end of primary school pupils should know](#)

[Appendix 3: Parent form: withdrawal from sex education within RSE](#)

1. Aims

This policy is a working document that provides guidance and information on all aspects of RSE for staff, parents/carers and governors. To be accessible to all these groups, this document is available on the school website.

'RSE - or SRE as it was formerly known - is a lifelong learning process of acquiring information, developing skills, and forming positive beliefs and attitudes about sex, sexuality, relationships, and feelings' (Sex Education Forum, 1999). It is a developmental process and is about helping and supporting young people through their physical, emotional, and moral development.

The main aim throughout the school is to prepare children, so that, when they are introduced to facts about human sexuality, they do not find them shocking or frightening in any way, but appreciate them as part of a natural process. Moral values are conveyed which extol the virtues of family life and relationships and promote a positive self-image in each individual. It is crucial that pupils learn to respect themselves and others. By using a well-structured and approved programme (SCARF by Coram Life Education) we will complement and support the work of parents/carers.

Through our PSHE and RSE programme, we aim to support the development of self-respect and empathy for others, promote the skills and understanding necessary to manage conflict, and learn how to recognise and avoid exploitation and abuse. It is our belief that RSE provides opportunities for pupils to:

- Provide a framework in which sensitive discussions can take place
- Develop positive values and a moral framework that will guide our pupils' decisions, judgements and behaviour
- Help our pupils to move with confidence from childhood through adolescence and into adulthood
- Help our pupils to behave responsibly within relationships, understanding that their actions have consequences as well as the importance of communication and assertiveness skills, including the importance of values such as respect (for self and others), equality, responsibility, care and compassion
- Prepare our pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- To give our pupils an understanding of development and the importance of health and hygiene
- Help our pupils develop feelings of self-respect, confidence, and empathy
- Help our pupils to understand the difference between friendships they encounter at a younger age and more mature relationships which they can expect to have when they are older

- Create a positive culture around issues of sexuality and relationships
- Teach our pupils the correct vocabulary to describe themselves and their bodies, enabling pupils to communicate effectively

In fulfilling our statutory obligations with regards to the teaching of 'Relationships and Health Education', we aim to deliver the compulsory subject content in a sensitive way that is both age appropriate and developmentally appropriate and accessible for all pupils, including those with special educational needs and disabilities.

We aim to teach these subjects as part of a broad and balanced curriculum, breaking them down into units of a manageable size in a carefully sequenced way within a planned programme of lessons. The school recognises that there may be understandable and legitimate areas of contention in delivering some aspects of the Sexual Education curriculum. Therefore our aim, whilst teaching this curriculum, is to provide pupils with the knowledge they need, whilst respecting the backgrounds and beliefs of both pupils and parents.

2. Statutory requirements

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education and Health Education compulsory in all primary schools from September 2020. Sex education is not compulsory in primary schools; however, the Department of Education continues to recommend that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively.

At Parklands Primary School, we have chosen to teach aspects of RSE (which go beyond the national curriculum for Science), as we have a responsibility to ensure that all children understand and are prepared for the changes that may take place over time, what healthy relationships are and how they can stay safe whatever the situation.

The statutory national curriculum for science also includes subject content in related areas, such as naming the main external body parts; the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals, including humans.

It is up to each primary school to determine whether they need to cover any additional content on sex education to meet the needs of their pupils.

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

At Parklands Infant School, we teach RSE as set out in this policy.

3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to review the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to review the policy and make recommendations
4. Pupil consultation – questionnaires were given to pupils to find out what they enjoy and what they want from their RSE lessons

5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

Relationship and Sex Education (RSE) promotes understanding of the emotional, social, and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity, and personal identity.

It should equip children and young people with the information, skills, and values to have safe, fulfilling, and enjoyable relationships and to take responsibility for their own well-being.

RSE involves a combination of sharing information and exploring issues. It begins informally in the home with parents and carers before any formal education takes place at school. **RSE is not about the promotion of sexual activity.**

5. Curriculum

The school has adapted the RSE teaching units, (as part of our PSHE provision) provided by the SCARF programme, this is an online teacher resource provided by Coram Life Education. This is an age-appropriate curriculum used by many schools across the country. An overview of the PSHE SCARF Curriculum (incorporating the RSE content) is available to view as Appendix 1 to this policy.

SCARF supports and contributes to the EYFS framework's Early Learning Goals, Characteristics of Effective Learning and Development Matters statements, particularly Personal Social, Emotional Development (PSED), and Communication and Language. In Nursery, each SCARF plan is designed to span over two weeks. The rationale behind this is that not every nursery-aged child will attend nursery all day every day. Therefore this allows teachers to spend a longer period of time teaching concepts, vocabulary and consolidating ideas.

At Parklands Primary School, we are committed to ensuring appropriate provision of RSE to all our pupils. Our programme aims to respond to the diversity of children's cultures, faiths, and family backgrounds. We consider the vulnerability of particular pupils, including pupils with SEND, pupils with protected characteristics as defined by the Equality Act 2010, as well as identifying any specific issues that might impact on individual pupils on the delivery of this area of the curriculum.

We aim for RSE to complement the personal and social development of children that is provided in the home and the wider community. Parents are provided with the opportunity to discuss the school's programme through parent's evenings, in-policy development and consultation, the school website, displays and an open door policy.

We recognise that parents and carers are the prime educators for children on many of these matters. It is our responsibility to complement and reinforce this role. We recognise that there may be times when some parents find it difficult to talk about these matters with their children and might welcome advice from the school about ways to approach them. To promote effective communication and discussion between parents and their children, we notify parents through information/permission letters, parent mail and the school website about when particular aspects of RSE will be taught. There may also be occasions when we will invite parents of UKS2 to come to our after-school parent workshops, which are provided by our RSE/PSHE scheme provider SCARF. We also encourage an open-door policy to ensure that parents can discuss issues with the school staff in a positive, sensitive and proactive manner.

Our curriculum is set out as per Appendix 1.

We have developed the curriculum in consultation with parents, pupils, and staff, taking into account the age, needs of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so pupils are fully informed and do not seek answers elsewhere.

6. Delivery of RSE

At Parklands Primary School we have chosen to follow and adapt the PSHE and RSE teaching units from the Coram Life Education SCARF programme. Through this, PSHE, science and collective worship, we are certain we offer a comprehensive RSE curriculum that brings together all the key elements: Relationships, Keeping Safe, Emotional Health, and living and growing.

SCARF Relationships Education is designed as a spiral curriculum that helps children to develop the knowledge and understanding, life skills, attitudes, and values which they will use in a range of situations now and as they grow older. By ensuring that children receive this spiral curriculum, where the same key themes are taught each year, they can apply their learning to age-relevant scenarios, helping them to make healthy decisions and keep themselves and others safe.

RSE is reflected in the ethos of the school, the nature of relationships, the displays in school and the outside environment of the school. However, there will be particular instances when RSE is taught:

- in the classroom as a discrete subject through PSHE/circle-time (in particular, the Sex Education aspects)
- in the classroom as part of the broader curriculum
- in assemblies
- by visitors to school
- through curriculum enrichment

The personal beliefs and attitudes of teachers will not influence the teaching of RSE. The approach to the teaching of this subject matter is rooted in education, rather than beliefs or emotion. A balanced and non-judgmental approach will be taken. Teachers, and all those contributing to RSE, will work to the agreed values within this policy.

Within RSE, pupils will develop confidence in talking and listening about 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

To achieve this, several teaching strategies may be used:

- Establishing ground rules with pupils
- Dealing with children's questions in an appropriate manner
- Using discussion and the appropriate materials
- Encouraging reflection
- Using strategies for pupils who may not wish to raise suggestions in front of others e.g. a question style box.
- Teachers set clear parameters with children about appropriate questions for whole class discussion. If a teacher believes that a question is inappropriate for discussion within the class group, he or she may suggest that the question is more suitable to ask a parent/carer. The teacher will discuss this with individual parents

All RSE is delivered with an understanding that pupils and staff may be personally engaged in different structures of support and familial relationships, including single parent families, LGBTQ families, families

headed by grandparents, adoptive parents, foster parents/carers, young carers, etc. The RSE curriculum has been carefully designed to ensure that no person feels stigmatised.

At Parklands we believe that from Nursery, the children should be taught the correct names for the body parts. There are several reasons children should learn the proper terms for private parts instead of nicknames. Teaching children the anatomically correct names for private parts increases a **child's self-confidence and positive body image**. When adults are clear, unashamed and upfront about all parts of the body, this teaches the child that all parts of their body are important and no shame and stigma are attached to any part. Another is that **having the right language and context helps children communicate clearly about their bodies**. This is important in the context of telling a doctor or caregiver where something hurts or feels uncomfortable and also to know how to keep themselves safe.

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

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy and hold the Headteacher and PSHE Leader to account for its implementation.

7.2 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).

7.3 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 and PSHE lead.

Staff follow the guidelines outlined in the Data Protection and Safeguarding policies on confidentiality, handling sensitive and controversial issues and supporting young people,

Teachers and other adults involved in SRE will sometimes hear disclosures that suggest a child may be at risk of abuse. If a concern arises, all adults are required to follow safeguarding procedures, as describes in the school's Safeguarding Policy.

7.4 Pupils

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

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education as all aspects of RSE which address objectives from the National Science Curriculum are compulsory for all pupils.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE; this would be the 'Making Babies' lesson in Year 6. Prior to this lesson, parents will have the opportunity to view the materials that will be used in this lesson. Parents wishing to withdraw their child from these lessons must complete/adhere to the following:

- Read this policy, the schemes of work and review used resources
- Discuss concerns with a member of the school's Senior Leadership Team

If parents/carers still wish to withdraw their child, they will be asked to put their request in writing using the form found in Appendix 3 of this policy.

Pupils who are withdrawn are expected to attend school as usual; they will be accommodated in another classroom during the withdrawn session. Parents/carers will be signposted to resources which will support them in preparing their children for puberty.

9. Training

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

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

10. Monitoring arrangements

The delivery of RSE is monitored by the RSE leader:

- Planned scrutinies
- Learning walks
- Lesson observations
- Pupil, staff, and parent questionnaires
- Pupil interviews
- Data analysis using Target Tracker

Pupils' development in RSE is monitored as part of our internal assessment systems.

This policy will be reviewed by the RSE Leader every three years. At every review, the Headteacher and Governing Board will approve the policy.

Appendix 1: Curriculum map

PSHE (including Relationships and Sex Education) Curriculum Map

Nursery (FS1)	Autumn 1	<p>Me and My Relationships</p> <ul style="list-style-type: none"> • Children explore what they like doing and what they do not like. • Explore self-portraits and what we look like. Discuss similarities and differences • Children to think about their bodies and name body parts. E.g. Do you know any words for your body? Can you tell us what this is? (Pointing to different parts of your body, e.g. elbow). • Children understand that some parts of the body are private. • Children explore using their senses and use vocabulary linked to the senses, comparing one another's likes and dislikes. • Children understand that they are special • Explore feelings and know that we can have lots of different types of feelings. Sometimes at the same time. E.g. How are you feeling now? "I feel...because..." Who can help us if we're not feeling ok? • Children understand people that are special to them • Explore how they feel with their family and how they are special to them E.g. Does everyone's family look the same? Does everyone's family feel the same?
	Autumn 2	<p>Valuing Difference</p> <ul style="list-style-type: none"> • Children explore appearance and compare what they and other look like E.g. Do we all look the same on the outside? Are we all the same on the inside? • Children recognise, compare and describe similarities and differences between themselves and others • Children identify what is special about them and their families. • Children understand that not everyone's family is the same; that they look different, made up of different people. • Children identify what is special about the people that live in their home.

	Spring 1	<p>Keeping Myself Safe</p> <ul style="list-style-type: none"> • Children to explore which people keep them safe. E.g. Who are the people who look after you? Is there anyone at school/nursery who helps you? When do these people help us? • Children to identify physical feelings and match them to the correct vocabulary e.g. what does it feel like inside when I am angry? Or sad? Or worried? • Children to describe and react to what they feel. E.g. If we feel worried or unsafe does our tummy feel different? • Children to understand that if they are feeling sad/worried/scared it's important that they tell a trusted grown up. • Children know who they can speak to if they feel worried or unsafe. • Children know who else in the community they can trust to help them (e.g. doctors, nurses, fire fighters, police officers and paramedics etc.) • Children know how to keep safe inside and outside. • Children know what things are safe to go into their bodies (e.g. medicine, cleaning products etc.) • Children understand that there are also other things we can do to help our bodies if we are feeling unwell
	Spring 2	<p>Rights and Responsibilities</p> <ul style="list-style-type: none"> • To understand the difference between a healthy snack and an unhealthy snack. • Children know to wash their hands before touching food items and eating • Children know that often through our hands and bodies that germs spread to others. • Children can identify different emotions • Children can identify the similarities and differences in theirs and others families. • Children know how to look after items in the classroom. • Children to show you how to care for the classroom. • Children know what to look after in the environment E.g. Are you caring for our classroom? Are you looking after the living things?
	Summer 1	<p>Being My Best</p> <ul style="list-style-type: none"> • Explore the importance of food, water, exercise and sleep. • Children know that healthy food and water gives our bodies the energy to make us feel great and ready to learn. • Discuss the effect of exercise on their body and how they feel (physically and mentally) afterwards. • Children know some of the things that help their bodies • Children encourage and help others around them.
	Summer 2	<p>Growing and Changing</p> <ul style="list-style-type: none"> • Learning about how plants and animals change and grow. • When it gets warmer the plants and trees grow, animals are born and our world looks different and changes. • To compare a young animal with its adult counterpart.

		<ul style="list-style-type: none"> • To recognise the differences and how they have changed since being a baby. • To know that boys and girls are different and like and do different things. • To girls and boys have different private parts.
--	--	--

Reception (FS2)	Autumn 1	<p>Me and My Relationships</p> <ul style="list-style-type: none"> • Talk about their own interests. • Talk about their families. • Name special people in their lives. • Understand that we have different special people. • Name key people outside of families that care for them. • Talk about how they are the same or different to others. • Talk about similarities and differences. • Describe different feelings and Identify who can help if they are sad, worried or scared. • Identify ways to help others or themselves if they are sad or worried. • Talk about when they might feel unsafe or unhappy. • Name the people who will help them. • Notice when a friend is in need at school and help them. • Identify events that can make a person feel sad. • Suggest ways in which they can help a friend who is sad. • Choose ways to help themselves when they feel sad.
	Autumn 2	<p>Valuing Difference</p> <ul style="list-style-type: none"> • Be sensitive towards others and celebrate what makes each person unique. • Recognise that we can have things in common with others. • Use speaking and listening skills to learn about the lives of their peers. • Know the importance of showing care and kindness towards others. • Demonstrate skills in building friendships and cooperation. • Describe their own positive attributes. • Share their likes and dislikes. • Listen to and respect the ideas of others. • Recognise the similarities and differences amongst their peers. • Talk about their family, customs and traditions.

		<ul style="list-style-type: none"> • Recognise the similarities and differences between their home and those of others. • Talk about what makes their home feel special and safe.
	Spring 1	<p>Keeping Myself Safe</p> <ul style="list-style-type: none"> • Talk about how to keep their bodies healthy and safe. • Name ways to stay safe around medicines. • Name the safe ways to store medicine and who can give it to children (adults). • Know how to stay safe in their home, classroom and outside. • Know age-appropriate ways to stay safe online. • Share ideas about activities that are safe to do on electronic devices. • What to do and who to talk to if they feel unsafe online. • Name adults in their lives and those in their community who keep them safe. • Name things that keep their bodies clean and protected. • Make safe decisions about items they don't recognise. • Talk about what our bodies need to stay well. • Name some hazards and ways to stay safe inside and outside. • Show how to care for the safety of others. • Name the adults who they can ask for help from, and will keep them safe. • Recognise the feelings they have when they are unsafe. • Talk about keeping themselves safe, safe touches and consent. • Name the people in their lives who help to keep them safe. • Name people in their community who help to keep them safe. • Talk about ways to keep themselves safe in their environment.
	Spring 2	<p>Rights and Responsibilities</p> <ul style="list-style-type: none"> • Understand that they can make a difference. • Identify how they can care for their home, school and special people. • Talk about how they can make an impact on the natural world. • Talk about similarities and differences between themselves.

		<ul style="list-style-type: none"> • Demonstrate building relationships with friends. • Name the special people in their lives. • Understand that our special people can be different to those of others. • Talk about why friends are important and how they help us. • Identify ways to care for a friend in need. • Identify ways to help others in their community. • Identify ways in which they help at home. • Recognise the importance of taking care of a shared environment. • Name ways in which they can look after their learning environment. • Think about what makes the world special and beautiful. • Name ways in which they can help take care of the environment, e.g. recycling, saving energy, wasting less. • Talk about what can happen to living things if the world is not cared for. • Recognise coins and other items relating to money. • Identify the uses of money.
	<p>Summer 1</p>	<p>Being My Best</p> <ul style="list-style-type: none"> • Feel resilient and confident in their learning. • Name and discuss different types of feelings and emotions. • Learn and use strategies or skills in approaching challenges. • Understand that they can make healthy choices. • Name and recognise how healthy choices can keep us well. • Share an experience where they haven't achieved their goal. • Develop their confidence and resilience towards having a growth mindset. • Name a strategy to overcome a hurdle. • Recognise that some skills take time to learn. • Plan and review an achievable goal. • Celebrate the successes of their peers. • Name and choose healthy foods and drink. • Understand there are some foods that are a "just sometimes" food or drink (eating in moderation). • Explain the jobs of different food groups. • Describe the changes in their body during exercise and what is happening to their body. • Explain how exercise can help us stay well - physically and mentally.

		<ul style="list-style-type: none"> • Name some ways to keep their body fit and well. • Understand why our body needs sleep. • Talk about their own bedtime routine. • Suggest ways to have a calm evening and bedtime routine.
	Summer 2	<p>Growing and Changing</p> <ul style="list-style-type: none"> • Understand that there are changes in nature and humans. • Name the different stages in childhood and growing up. • Understand that babies are made by a man and a woman. • Use the correct vocabulary when naming the different parts of the body. • Know how to keep themselves safe. • Name the different seasons and describe their differences. • Explain the changes that occur as seasons change. • Talk about how they have grown in resilience. • To understand that animals and humans change in appearance over time. • Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals). • Make observations and ask questions about living things. • Use the language and describe the different life stages of: baby, child, teenager, adult, older age. • Talk about their own experience of growing up. • Explain that a baby is made by a woman and a man, and grows inside a mother's tummy. • Understand that every family is different. • Talk about similarities and differences between themselves and others. • Talk about how they have changed as they have grown. • Explain the differences between babies, children, and adults. • Understand that we are all unique. • Explain which parts of their body are kept private and safe and why. • Tell or ask an appropriate adult for help if they feel unsafe.
Year 1	Autumn 1	<p>Me and My Relationships</p> <ul style="list-style-type: none"> • Understand that classroom rules help everyone to learn and be safe; • Explain their classroom rules and be able to contribute to making these.

		<ul style="list-style-type: none"> • Recognise how others might be feeling by reading body language/facial expressions; • Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.) • Identify a range of feelings; • Identify how feelings might make us behave: • Suggest strategies for someone experiencing 'not so good' feelings to manage these. • Recognise that people's bodies and feelings can be hurt; • Suggest ways of dealing with different kinds of hurt. • Recognise that they belong to various groups and communities such as their family; • Explain how these people help us and we can also help them to help us. • Identify simple qualities of friendship; • Suggest simple strategies for making up. • Demonstrate attentive listening skills; • Suggest simple strategies for resolving conflict situations; • Give and receive positive feedback, and experience how this makes them feel.
	Autumn 2	<p>Valuing Difference</p> <ul style="list-style-type: none"> • Identify the differences and similarities between people; • Empathise with those who are different from them; • Begin to appreciate the positive aspects of these differences. • Explain the difference between unkindness, teasing and bullying; • Understand that bullying is usually quite rare. • Explain some of their school rules and how those rules help to keep everybody safe. • Identify some of the people who are special to them; • Recognise and name some of the qualities that make a person special to them. • Recognise and explain what is fair and unfair, kind and unkind; • Suggest ways they can show kindness to others.
	Spring 1	<p>Keeping Myself Safe</p> <ul style="list-style-type: none"> • Understand that the body gets energy from food, water and air (oxygen); • Recognise that exercise and sleep are important parts of a healthy lifestyle. • Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; • Identify simple bedtime routines that promote healthy sleep.

		<ul style="list-style-type: none"> • Recognise emotions and physical feelings associated with feeling unsafe; • Identify people who can help them when they feel unsafe. • Recognise the range of feelings that are associated with loss. • Understand that medicines can sometimes make people feel better when they're ill; • Explain simple issues of safety and responsibility about medicines and their use. • Understand and learn the PANTS rules; name and know which parts should be private. • Explain the difference between appropriate and inappropriate touch; • Understand that they have the right to say "no" to unwanted touch; • Start thinking about who they trust and who they can ask for help. • Basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them. • That sometimes people may behave differently online, including by pretending to be someone they are not. • About how the internet and digital devices can be used safely to find things out and to communicate with others. • About the role of the internet in everyday life. • That not all information seen online is true.
	Spring 2	<p>Rights and Responsibilities</p> <ul style="list-style-type: none"> • Recognise the importance of regular hygiene routines; • Sequence personal hygiene routines into a logical order. • Identify what they like about the school environment; • Recognise who cares for and looks after the school environment. • Demonstrate responsibility in looking after something (e.g. a class pet or plant); • Explain the importance of looking after things that belong to themselves or to others. • Explain where people get money from; • List some of the things that money may be spent on in a family home. • Recognise that different notes and coins have different monetary value; • Explain the importance of keeping money safe; • Identify safe places to keep money; • Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it). • About what is meant by first aid; basic techniques for dealing with common injuries.
	Summer 1	<p>Being My Best</p>

		<ul style="list-style-type: none"> • Recognise the importance of fruit and vegetables in their daily diet; • Know that eating at least five portions of vegetables and fruit a day helps to maintain health. • Recognise that they may have different tastes in food to others; • Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; • Recognise which foods we need to eat more of and which we need to eat less of to be healthy. • Understand how diseases can spread; • Recognise and use simple strategies for preventing the spread of diseases. • Recognise that learning a new skill requires practice and the opportunity to fail, safely; • Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges. • Demonstrate attentive listening skills; • Suggest simple strategies for resolving conflict situations; • Give and receive positive feedback, and experience how this makes them feel. • Recognise how a person's behaviour (including their own) can affect other people.
	Summer 2	<p>Growing and Changing</p> <ul style="list-style-type: none"> • Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); • Understand and explain the simple bodily processes associated with them. • Understand some of the tasks required to look after a baby; • Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding. • Identify things they could do as a baby, a toddler and can do now; • Identify the people who help/helped them at those different stages. • Explain the difference between teasing and bullying; • Give examples of what they can do if they experience or witness bullying; • Say who they could get help from in a bullying situation. • Explain the difference between a secret and a nice surprise; • Identify situations as being secrets or surprises; • Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. • Identify parts of the body that are private; describe ways in which private parts can be kept private. • Identify people they can talk to about their private parts.

Year 2	Autumn 1	<p>Me and My Relationships</p> <ul style="list-style-type: none"> • Suggest actions that will contribute positively to the life of the classroom; • Make and undertake pledges based on those actions. • Take part in creating and agreeing classroom rules. • Use a range of words to describe feelings; • Recognise that people have different ways of expressing their feelings; • Identify helpful ways of responding to other's feelings. • Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; • Identify situations as to whether they are incidents of teasing or bullying. • Understand and describe strategies for dealing with bullying; • Rehearse and demonstrate some of these strategies. • Explain the difference between bullying and isolated unkind behaviour; • Recognise that that there are different types of bullying and unkind behaviour; • Understand that bullying and unkind behaviour are both unacceptable ways of behaving. • Recognise that friendship is a special kind of relationship; • Identify some of the ways that good friends care for each other. • Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); • Explain where someone could get help if they were being upset by someone else's behaviour.
	Autumn 2	<p>Valuing Difference</p> <ul style="list-style-type: none"> • Identify some of the physical and non-physical differences and similarities between people; • Know and use words and phrases that show respect for other people. • Recognise and explain how a person's behaviour can affect other people. • Identify people who are special to them; • Explain some of the ways those people are special to them. • Explain how it feels to be part of a group; explain how it feels to be left out from a group. • Suggest and use strategies for helping someone who is feeling left out. • Recognise and describe acts of kindness and unkindness; • Explain how these impact on other people's feelings; • Suggest kind words and actions they can show to others; • Show acts of kindness to others in school.

		<ul style="list-style-type: none"> • Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); • Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.
	Spring 1	<p>Keeping Myself Safe</p> <ul style="list-style-type: none"> • Understand that medicines can sometimes make people feel better when they're ill; • Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; • Explain simple issues of safety and responsibility about medicines and their use. • Identify situations in which they would feel safe or unsafe; • Suggest actions for dealing with unsafe situations including who they could ask for help. • Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. • Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; • Identify the types of touch they like and do not like; • Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. • Recognise that some touches are not fun and can hurt or be upsetting; • Know that they can ask someone to stop touching them; • Identify safe secrets (including surprises) and unsafe secrets; • Understand that there are unsafe secrets and secrets that are nice surprises; • Explain that if someone is being touched in a way that they do not like they have to tell someone in their safety network so they can help it stop.
	Spring 2	<p>Rights and Responsibilities</p> <ul style="list-style-type: none"> • Describe and record strategies for getting on with others in the classroom. • Explain, and be able to use, strategies for dealing with impulsive behaviour. • Identify special people in the school and community who can help to keep them safe; • Know how to ask for help. • Identify what they like about the school environment; identify any problems with the school environment (e.g. things needing repair). • Make suggestions for improving the school environment; • Recognise that they all have a responsibility for helping to look after the school environment. • Understand that people have choices about what they do with their money; • Know that money can be saved for a use at a future time; • Explain how they might feel when they spend money on different things.

		<ul style="list-style-type: none"> • Recognise that money can be spent on items which are essential or non-essential; • Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this. • Basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them. • To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private. • That sometimes people may behave differently online, including by pretending to be someone they are not.
	Summer 1	<p>Being My Best</p> <ul style="list-style-type: none"> • Explain the stages of the learning line showing an understanding of the learning process; • Help themselves and others develop a positive attitude that support their wellbeing; • Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning. • Understand and give examples of things they can choose themselves and things that others choose for them; • Explain things that they like and dislike, and understand that they have choices about these things; • Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health. • Explain how germs can be spread; • Describe simple hygiene routines such as hand washing; • Understand that vaccinations can help to prevent certain illnesses. • Explain the importance of good dental hygiene; • Describe simple dental hygiene routines. • Understand that the body gets energy from food, water and oxygen; • Recognise that exercise and sleep are important to health • Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); • Describe how food, water and air get into the body and blood.
	Summer 2	<p>Growing and Changing</p> <ul style="list-style-type: none"> • Demonstrate simple ways of giving positive feedback to others. • Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. • Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); • Understand and describe some of the things that people are capable of at these different stages. • Identify which parts of the human body are private;

		<ul style="list-style-type: none"> • Understand that humans mostly have the same body parts but that they can look different from person to person. • Explain what privacy means; • Know that you are not allowed to touch someone’s private belongings without their permission; • Give examples of different types of private information. • About what is meant by first aid; basic techniques for dealing with common injuries.
--	--	--

Year 3	Autumn 1	<p>Me and My Relationships</p> <ul style="list-style-type: none"> • Explain why we have rules; • Explore why rules are different for different age groups, in particular for internet-based activities; • Suggest appropriate rules for a range of settings; • Consider the possible consequences of breaking the rules. • Explain some of the feelings someone might have when lose something important to them; • Understand that these feelings are normal and a way of dealing with the situation. • Define and demonstrate cooperation and collaboration; • Identify the different skills that people can bring to a group task; • Demonstrate how working together in a collaborative manner can help everyone to achieve success. • Identify people who they have a special relationship with; • Suggest strategies for maintaining a positive relationship with their special people. • Rehearse and demonstrate simple strategies for resolving given conflict situations. • Explain what a dare is; Understand that no-one has the right to force them to do a dare; • Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare. • Express opinions and listen to those of others; • Consider others' points of view; • Practise explaining the thinking behind their ideas and opinions. • Identify qualities of friendship; • Suggest reasons why friends sometimes fall out; • Rehearse and use, now or in the future, skills for making up again.
	Autumn 2	<p>Valuing Difference</p> <ul style="list-style-type: none"> • Recognise that there are many different types of family; • Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.' • Define the term 'community'; • Identify the different communities that they belong to; • Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing. • Reflect on listening skills; Parklands Junior School Sex and relationships education policy Page 9 • Give examples of respectful language; • Give examples of how to challenge another's viewpoint, respectfully. • Explain that people living in the UK have different origins; • Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds. • Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together. • Recognise the factors that make people similar to and different from each other; • Recognise that repeated name calling is a form of bullying; • Suggest strategies for dealing with name calling (including talking to a trusted adult). • Understand and explain some of the reasons why different people are bullied; • Explore why people have prejudiced views and understand what this is.

	Spring 1	<p>Keeping Myself Safe</p> <p>Identify situations which are safe or unsafe; • Identify people who can help if a situation is unsafe; • Suggest strategies for keeping safe. • Define the danger and risk and explain the difference between the two; • Demonstrate strategies for dealing with a risky situation. • Identify some key risks from effects of cigarettes and alcohol; • Know that most people choose not to smoke cigarettes; (Social Norms message) • Define the word 'drug' and understand that nicotine and alcohol are both drugs. • Identify risk factors in given situations; • Suggest ways of reducing or managing those risks. • Evaluate the validity of statements relating to online safety; • Recognise potential risks associated with browsing online; • Give examples of strategies for safe browsing online. • Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if something happens; • Recognise and describe appropriate behaviour online as well as offline; • Identify what constitutes personal information and when it is not appropriate or safe to share this; • Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs. • Demonstrate strategies for assessing risks; • Understand and explain decision-making skills; • Understand where to get help from when making decisions. • Understand that medicines are drugs and suggest ways that they can be helpful or harmful.</p>
	Spring 2	<p>Rights and Responsibilities</p> <ul style="list-style-type: none"> • Define what a volunteer is; • Identify people who are volunteers in the school community; • Recognise some of the reasons why people volunteer including mental health and wellbeing benefits to those who volunteer. • Identify key people who are responsible for them to stay safe and healthy. • Suggest ways they can help these people. • Understand the difference between 'fact' and 'opinion'; • Understand how an event can be perceived from different viewpoints; • Plan, draft and publish a recount using the appropriate language. • Define what is meant by the environment; • Evaluate and explain different methods of looking after the school environment; • Devise methods of promoting their priority method. • Understand the terms 'income', 'saving' and 'spending'; • Recognise that there are times we can buy items we want and times when we need to save for the future. • Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.) • Explain that people earn their income through their jobs; • Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)
	Summer 1	<p>Being My Best</p> <ul style="list-style-type: none"> • Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; • Explain what is meant by the term 'balanced diet'; • Give examples what foods might make up a healthy balanced meal. • Explain how some infectious illnesses are spread from person to another; • Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; • Suggest medical and non-medical ways of treating an illness. • Develop skills in discussion and debating an issue; • Demonstrate their understanding of health and wellbeing issues that are relevant to them; • Empathise with different view points; • Make recommendations, based on their research. • Identify their achievements and areas of development; • Recognise that people may say kind things to help us feel good about ourselves; • Explain that some groups of people are not represented as much on television/in the media. • Demonstrate how working together in a collaborative manner can help everyone to achieve success; • Understand and explain how the brain sends and receives messages through the nerves. • Name internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain); • Describe how food, water and air get into the body and the blood. Parklands Junior School Sex and relationships education policy Page 11 • Explain some of the different talents and skills that people have.

		and how skills are developed; • Recognise their own skills and those of other children in the class.
	Summer 2	<p>Growing and Changing</p> <ul style="list-style-type: none"> • Identify different types of relationships; • Recognise who they have positive healthy relationships with. • Understand what is meant by the body space (or personal space); • Identify when it is appropriate or inappropriate to allow someone into their body space; • Rehearse strategies for when someone is inappropriately in their body space. • Define the terms 'secret' and 'surprise' and know the difference between a safe and unsafe secret; • Recognise how different surprises and secrets might make them feel; • Know who they could ask for help if a secret made them feel uncomfortable or unsafe. • Recognise that babies come from the joining of an egg and sperm; • Explain what happens when an egg does meet a sperm; • Understand that for girls, periods are a normal part of puberty.

Year 4	Autumn 1	<p>Me and My Relationships</p> <ul style="list-style-type: none"> • Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; • Explain how different words can express the intensity of feelings. • Explain what we mean by a 'positive, healthy relationship'; • Describe some of the qualities that they admire in others. • Recognise there are times when they might need to say 'no' to a friend; • Describe appropriate assertive strategies for saying 'no' to a friend. • Demonstrate strategies for working on a collaborative task; • Define successful qualities of teamwork and collaboration. • Identify a wide range of feelings and Recognise that different people can have different feelings in the same situation; • Explain how feelings can be linked to physical state. • Demonstrate a range of feelings through their facial expressions and body language; • Recognise that their feelings might change towards someone or something once they have further information. Parklands Junior School Sex and relationships education policy Page 12 • Give examples of strategies to respond to being bullied, including what people can do and say; • Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from
	Autumn 2	<p>Valuing Difference</p> <ul style="list-style-type: none"> • Define the terms 'negotiation' and 'compromise'; • Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. • Understand that they have the right to protect their personal body space; • Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; • Suggest people they can talk to if they feel uncomfortable with other people's actions towards them. • Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); • Give examples of features of these different types of relationships, including how they influence what is shared. • List some of the ways that people are different to each other (including differences of race, gender, religion); • Recognise potential consequences of aggressive behaviour; • Suggest strategies for dealing with someone who is behaving aggressively • List some of the ways in which people

		different to each other (including ethnicity, gender, religious beliefs, customs and festivals); • Define the word respect and demonstrate ways of showing respect to others' differences. • Understand and identify stereotypes, including those promoted in the media.
	Spring 1	<p>Keeping Myself Safe</p> <ul style="list-style-type: none"> Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; • Identify situations which are either dangerous, risky or hazardous; • Suggest simple strategies for managing risk. • Identify images that are safe/unsafe to share online; • Know and explain strategies for safe online sharing; • Understand and explain the implications of sharing images online without consent. • Define what is meant by the word 'dare'; • Identify from given scenarios which are dares and which are not; • Suggest strategies for managing dares. • Understand that medicines are drugs; • Explain safety issues for medicine use; • Suggest alternatives to taking a medicine when unwell; • Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines). • Understand some of the key risks and effects of smoking and drinking alcohol; Parklands Junior School Sex and relationships education policy Page 13 • Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory). • Describe stages of identifying and managing risk; • Suggest people they can ask for help in managing risk. • Understand that we can be influenced both positively and negatively; • Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way
	Spring 2	<p>Rights and Responsibilities</p> <ul style="list-style-type: none"> Explain how different people in the school and local community help them stay healthy and safe; • Define what is meant by 'being responsible'. Describe the various responsibilities of those who help them stay healthy and safe; • Suggest ways they can help the people who keep them healthy and safe. • Understand that humans have rights and also responsibilities; • Identify some rights and also responsibilities that come with these. • Understand the reason we have rules; • Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council); • Recognise that everyone can make a difference within a democratic process. • Define the word 'influence'; • Recognise that reports in the media can influence the way they think about a topic; • Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner. • Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; • Recognise that they can play a role in influencing outcomes of situations by their actions. • Understand some of the ways that various national and international environmental organisations work to help take care of the environment; • Understand and explain the value of this work. • Define the terms 'income' and 'expenditure'; • List some of the items and services of expenditure in the school and in the home; • Prioritise items of expenditure in the home from most essential to least essential. • Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'; • Understand how a payslip is laid out showing both pay and deductions; • Prioritise public services from most essential to least essential.
	Summer 1	<p>Being My Best</p> <ul style="list-style-type: none"> Identify ways in which everyone is unique; • Appreciate their own uniqueness; • Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. • Give examples of choices they make for themselves and choices others make for them. • Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. • Understand that

		body gets energy from food, water and oxygen and that exercise and sleep are important to our health; • Plan a menu which gives a healthy balance of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate). • Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); • Suggest ways the Seven Rs recycling methods can be applied to different scenarios. • Define what is meant by the word 'community'; • Suggest ways in which different people support the school community; • Identify qualities and attributes of people who support the school community.
	Summer 2	<p>Growing and Changing</p> <ul style="list-style-type: none"> Describe some of the changes that happen to people during their lives; • Explain how the Learning Line can be used as a tool to help them manage change more easily; • Suggest people who may be able to help them deal with change. • Name some positive and negative feelings. Understand how the onset of puberty can have emotional as well as physical impact • Suggest reasons why young people sometimes fall out with their parents; • Take part in a role play practising how to compromise. • Identify parts of the body that males and females have in common and those that are different; • Know the correct terminology for their genitalia; • Understand and explain why puberty happens. • Know the key facts about the menstrual cycle; • Understand that periods are a normal part of puberty for girls; • Identify some of the ways to cope better with periods. Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; • Recognise how different surprises and secrets might make them feel; • Know who they could ask for help if a secret made them feel uncomfortable or unsafe. • Understand that marriage is a commitment to be entered into freely and not against someone's will; • Recognise that marriage includes same sex and opposite sex partnerships. • Know the legal age for marriage in England or Scotland; • Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony

Year 5	Autumn 1	<p>Me and My Relationships</p> <ul style="list-style-type: none"> Explain what collaboration means; • Give examples of how they have worked collaboratively; • Describe the attributes needed to work collaboratively. • Explain what is meant by the terms negotiation and compromise; • Describe strategies for resolving difficult issues or situations. • Demonstrate how to respond to a wide range of feelings in others; • Give examples of some key qualities of friendship; • Reflect on their own friendship qualities. • Identify what things make a relationship unhealthy; • Identify who they could talk to if they needed help. • Identify characteristics of passive, aggressive and assertive behaviours; • Understand and rehearse assertiveness skills. • Recognise basic emotional needs, understand that they change according to circumstance; • Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks. • Understand that online communication can be misinterpreted; • Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.
	Autumn 2	Valuing Difference

		<ul style="list-style-type: none"> Define some key qualities of friendship; • Describe ways of making a friendship last; • Explain why friendships sometimes end. • Rehearse active listening skills; • Demonstrate respectfulness in responding to others; • Respond appropriately to others. • Develop an understanding of discrimination and its injustice, and describe this using examples; • Empathise with people who have been, and currently are, subjected to injustice, including through racism; • Consider how discriminatory behaviour can be challenged. • Identify and describe the different groups that make up their school/wider community/other parts of the UK; • Describe the benefits of living in a diverse society; • Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. • Understand that the information we see online, either text or images, is not always true or accurate; Parklands Junior School Sex and relationships education policy Page 16 • Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them; • Understand and explain the difference between sex, gender identity, gender expression and sexual orientation. • Identify the consequences of positive and negative behaviour on themselves and others; • Give examples of how individual/group actions can impact on others in a positive or negative way.
	Spring 1	<p>Keeping Myself Safe</p> <p>Explain what a habit is, giving examples; • Describe why and how a habit can be hard to change. • Recognise that there are positive and negative risks; • Explain how to weigh up risk factors when making a decision; • Describe some of the possible outcomes of taking a risk. • Demonstrate strategies to deal with both face-to-face and online bullying; • Demonstrate strategies and skills for supporting others who are bullied; • Recognise and describe the difference between online and face-to-face bullying. • Define what is meant by a dare; • Explain why someone might give a dare; • Suggest ways of standing up to someone who gives a dare. • Recognise which situations are risky; • Explore and share their views about decision making when faced with a risky situation; • Suggest what someone should do when faced with a risky situation. • Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private; • Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face; • Know how to protect personal information online; • Recognise disrespectful behaviour online and know how to respond to it. • Understand some of the complexities of categorising drugs; • Know that all medicines are drugs but not all drugs are medicines; • Understand ways in which medicines can be helpful or harmful and used safely or unsafely. • Understand the actual norms around smoking and the reasons for common misperceptions of these. • Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks; • Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.</p> <ul style="list-style-type: none"> •
	Spring 2	<p>Rights and Responsibilities</p> <ul style="list-style-type: none"> • Identify, write and discuss issues currently in the media concerning health and wellbeing; • Express their opinions on an issue concerning health and wellbeing; • Make recommendations on an issue concerning health and wellbeing. • Understand the difference between a fact

		<p>and an opinion; • Understand what biased reporting is and the need to think critically about things we read. • Define the differences between responsibilities, rights and duties; • Discuss what can make them difficult to follow; • Identify the impact on individuals and the wider community if responsibilities are not carried out. • Explain what we mean by the terms voluntary, community and pressure (action) group; • Give examples of voluntary groups, the kind of work they do and its value. • State the costs involved in producing and selling an item; • Suggest questions a consumer should ask before buying a product. • Define the terms loan, credit, debt and interest; • Suggest advice for a range of situations involving personal finance. • Explain some of the areas that local councils have responsibility for; • Understand that local councillors are elected to represent their local community</p>
	Summer 1	<p>Being My Best</p> <ul style="list-style-type: none"> • Know two harmful effects each of smoking/drinking alcohol. • Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health. • Understand the actual norms around smoking and the reasons for common misperceptions of these. • Know the basic functions of the four systems covered and know they are inter-related. • Explain the function of at least one internal organ. • Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health. • Identify their own strengths and talents; • Identify areas that need improvement and describe strategies for achieving those improvements. • State what is meant by community; • Explain what being part of a school community means to them; • Suggest ways of improving the school community. • Identify people who are responsible for helping them stay healthy and safe; • Identify ways that they can help these people. • Describe 'star' qualities of celebrities as portrayed by the media; • Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; Parklands Junior School Sex and relationships education policy Page 18 • Describe 'star' qualities that 'ordinary' people have.
	Summer 2	<p>Growing and Changing</p> <ul style="list-style-type: none"> • • Use a range of words and phrases to describe the intensity of different feelings • Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; • Explain strategies they can use to build resilience. • Identify people who can be trusted; • Understand what kinds of touch are acceptable or unacceptable; • Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch. • Explain how someone might feel when they are separated from someone or something they like; • Suggest ways to help someone who is separated from someone or something they like. • Know the correct words for the external sexual organs; • Discuss some of the myths associated with puberty. • Identify some products that they may need during puberty and why; • Know what menstruation is and why it happens. • Recognise how our body feels when we're relaxed; • List some of the ways our body feels when it is nervous or sad; • Describe and/or demonstrate how to be resilient in order to find someone who will listen to you. • Identify the consequences of positive and negative behaviour on themselves and others; • Give examples of how individual/group actions can impact on others in a positive or negative way. • Explain the difference between a safe and an unsafe secret; • Identify situations where someone might need to break a confidence in order to keep someone safe. • Recognise that some people can get bullied because of the way

Year 6	Autumn 1	<p>Me and My Relationships</p> <p>Demonstrate a collaborative approach to a task; • Describe and implement the skills needed to do this. Parklands Junior School Sex and relationships education policy Page 19 • Explain what is meant by the terms 'negotiation' and 'compromise'; • Suggest positive strategies for negotiating and compromising within a collaborative task; • Demonstrate positive strategies for negotiating and compromising within a collaborative task. • Recognise some of the challenges that arise from friendships; • Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach. • List some assertive behaviours; • Recognise peer influence and pressure; • Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure. • Recognise and empathise with patterns of behaviour in peer-group dynamics; • Recognise basic emotional needs and understand that they change according to circumstance; • Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about. • Describe the consequences of reacting to others in a positive or negative way; • Suggest ways that people can respond more positively to others. • Describe ways in which people show their commitment to each other; • Know the ages at which a person can marry, depending on whether their parents agree; • Understand that everyone has the right to be free to choose who and whether to marry. • Recognise that some types of physical contact can produce strong negative feelings; • Know that some inappropriate touch is also illegal. • Identify strategies for keeping personal information safe online; • Describe safe and respectful behaviours when using communication technology</p> <p>•</p>
	Autumn 2	<p>Valuing Difference</p> <ul style="list-style-type: none"> • Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; • Suggest strategies for dealing with bullying, as a bystander; • Describe positive attributes of their peers. • Know that all people are unique but that we have far more in common with each other than what is different about us; • Consider how a bystander can respond to someone being rude, offensive or bullying someone else; • Demonstrate ways of offering support to someone who has been bullied . • Demonstrate ways of showing respect to others, using verbal and non-verbal communication. • Understand and explain the term prejudice; • Identify and describe the different groups that make up their school/wider community/other parts of the UK; • Describe the benefits of living in a diverse society; • Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. • Explain the difference between a friend and an acquaintance; Parklands Junior School Sex and relationships education policy Page 20 • Describe qualities of a strong, positive friendship • Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative). • Define what is meant by the term stereotype; Recognise how the media can sometimes reinforce gender stereotypes; • Recognise that people fall into a wide range of what is seen as

		normal; • Challenge stereotypical gender portrayals of people.
	Spring 1	<p>Keeping Myself Safe</p> <ul style="list-style-type: none"> • Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; • Understand and describe the ease with which something posted online can spread. • Identify strategies for keeping personal information safe online; • Describe safe behaviours when using communication technology. • Know that it is illegal to create and share sexual images of children under 18 years old; • Explore the risks of sharing photos and films of themselves with other people directly or online; • Know how to keep their information private online. • Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; • Understand that all humans have basic emotional needs and explain some of the ways these needs can be met. • Explain how drugs can be categorised into different groups depending on their medical and legal context; • Demonstrate an understanding that drugs can have both medical and non-medical uses; • Explain in simple terms some of the laws that control drugs in this country • Understand some of the basic laws in relation to drugs; • Explain why there are laws relating to drugs in this country. • Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; • Describe some of the effects and risks of drinking alcohol. • Understand that all humans have basic emotional needs and explain some of the ways these needs can be met; • Explain how these emotional needs impact on people's behaviour; • Suggest positive ways that people can get their emotional need met. • Understand and give examples of conflicting emotions; • Understand and reflect on how independence and responsibility go together
	Spring 2	<p>Rights and Responsibilities</p> <ul style="list-style-type: none"> • Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; • Describe the language and techniques that make up a biased report; • Analyse a report also extract the facts from it. Parklands Junior School Sex and relationships education policy Page 21 • Know the legal age (and reason behind these) for having a social media account; • Understand why people don't tell the truth and often post only the good bits about themselves, online; • Recognise that people's lives are much more balanced in real life, with positives and negatives. • Explain some benefits of saving money; • Describe the different ways money can be saved, outlining the pros and cons of each method; • Describe the costs that go into producing an item; • Suggest sale prices for a variety of items, taking into account a range of factors; • Explain what is meant by the term interest. • Recognise and explain that different jobs have different levels of pay and the factors that influence this; • Explain the different types of tax (income tax and VAT) which help to fund public services; • Evaluate the different public services and compare their value. • Explain what we mean by the terms voluntary, community and pressure (action) group; • Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group. • Explain what is meant by living in an environmentally sustainable way; • Suggest actions that could be taken to live in a more environmentally sustainable way.
	Summer 1	<p>Being My Best</p> <ul style="list-style-type: none"> • identify aspirational goals; • Describe the actions needed to set and achieve these. • Explain what the five ways to wellbeing are; • Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives. • Present

		<p>information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues. • Identify risk factors in a given situation; • Understand and explain the outcomes of risk-taking in a given situation including emotional risks. • Recognise what risk is; • Explain how a risk can be reduced; • Understand risks related to growing up and explain the need to be aware of these; • Assess a risk to help keep themselves safe.</p>
	<p>Summer 2</p>	<p>Growing and Changing</p> <ul style="list-style-type: none"> • Recognise some of the changes they have experienced and their emotional responses to those changes; • Suggest positive strategies for dealing with change; Parklands Junior School Sex and relationships education policy Page 22 • Identify people who can support someone who is dealing with a challenging time of change. • Understand that fame can be short-lived; • Recognise that photos can be changed to match society's view of perfect; • Identify qualities that people have, as well as their looks. • Define what is meant by the term stereotype; • Recognise how the media can sometimes reinforce gender stereotypes; • Recognise that people fall into a wide range of what is seen as normal; • Challenge stereotypical gender portrayals of people. • Understand the risks of sharing images online and how these are hard to control, once shared; • Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; • Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be. • Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; • Suggest strategies that would help someone who felt challenged by the changes in puberty; • Understand what FGM is and that it is an illegal practice in this country; • Know where someone could get support if they were concerned about their own or another person's safety. • Explain the difference between a safe and an unsafe secret; • Identify situations where someone might need to break a confidence in order to keep someone safe. • Identify the changes that happen through puberty to allow sexual reproduction to occur; • Know a variety of ways in which the sperm can fertilise the egg to create a baby; • Know the legal age of consent and what it means.

RELATIONSHIPS EDUCATION CURRICULUM: FIVE KEY AREAS

By the end of primary school:	
Families and people who care for me	<p>Pupils should know:</p> <ul style="list-style-type: none"> that families are important for children growing up because they can give love, security and stability the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up that marriage¹ 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	<p>Pupils should know:</p> <ul style="list-style-type: none"> how important friendships are in making us feel happy and secure, and how people choose and make friends the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	<p>Pupils should know:</p> <ul style="list-style-type: none"> the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs practical steps they can take in a range of different contexts to improve or support respectful relationship the conventions of courtesy and manners the importance of self-respect and how this links to their own happiness that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help

¹ 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.

RELATIONSHIPS EDUCATION CURRICULUM: FIVE KEY AREAS

	<ul style="list-style-type: none"> • what a stereotype is, and how stereotypes can be unfair, negative or destructive • the importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<p>Pupils should know:</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not • that the same principles apply to online relationships as 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	<p>Pupils should know:</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • about the concept of privacy and the implications of it for both children and adults • including that it is not always 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

RSE Policy APPENDIX C

HEALTH EDUCATION AND MENTAL WELLBEING CURRICULUM: EIGHT KEY AREAS

By the end of primary school:	
Mental wellbeing	<p>Pupils should know:</p> <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 wellbeing 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 wellbeing • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) • it is common for people to experience mental ill health and 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	<p>Pupils should know:</p> <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 know how 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

HEALTH EDUCATION AND MENTAL WELLBEING CURRICULUM: EIGHT KEY AREAS

Physical health and fitness	<p>Pupils should know:</p> <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	<p>Pupils should know:</p> <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	<p>Pupils should know:</p> <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	<p>Pupils should know:</p> <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 allergies, immunisation and vaccination
Basic first aid	<p>Pupils should know:</p> <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	<p>Pupils should know:</p> <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

TO BE COMPLETED BY PARENTS

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

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	
Head Teacher signature	