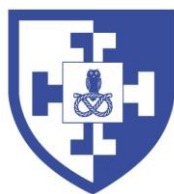


Tillington Manor Primary School

Relationships, Health and Sex Education (RHSE) Policy



**TILLINGTON
MANOR**
PRIMARY SCHOOL



Approved by:

Simon Rowland -Chair
of Governors

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Document History

Date	Author	Notes of amendments
Sept 2023	JB	Section 1 – Aims Section 2 – Statutory requirements Section 5 – Creating a safe environment
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1. Aims of RHSE at Tillington Manor Primary

At Tillington Manor Primary School we believe that our pupils need to be educated in relationships, health and sex education (RHSE) themes as part of a broad and balanced curriculum which develops the whole child.

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online."

We fully embrace the viewpoint of the Secretary of State for Education in the DfE statutory guidance document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, 2019':

Secretary of State for Education

As part of our PSHE programme, Relationships Education is taught gradually across Key Stages 1 and 2, so that learning can be built upon in a way that is appropriate to the age and maturity of each child, responds to the needs they have, and enables them to successfully manage the challenges they face as they grow up

The aims of relationships, health and sex education (RHSE) at Tillington Manor Primary School are to:

- Provide a framework in which sensitive discussions can take place so that pupils have confidence to ask questions
- To ensure that misconceptions are addressed so that pupils know more, remember more and understand more about RHSE
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

- Prepare young children for adult life by following an age appropriate programme of relationships in education
- Help young people to make informed decisions which are relevant to their lives and wellbeing
- To enable children to keep themselves safe from harm both on and offline.

*We believe that this view supports current DfE guidance which states that:
 “It is important that the transition phase before moving to secondary school supports pupils’ ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born”*

Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance

2. Statutory requirements

Legislation and guidance documents that inform our school’s RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance: SRE for the 21st century (2014)
- Keeping children safe in education (2019)
- Children and Social Work Act (2017) September 2022 4
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)

Current regulations and statutory guidance from the Department for Education state that Relationships Education and Health Education must be taught in all primary schools from September 2020. This guidance document has been reviewed to ensure that our school policy and approach is in-line with both statutory requirements and established best practice. The statutory guidance document from the DfE document can be viewed here: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf

Other related policies and documents

- Safeguarding policy
- E-safety policy
- Anti-bullying policy
- Equality policy
- Behaviour policy
- Science curriculum

3. Definition

We define RHSE as lifelong learning about personal, physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It also involves acquiring information, developing and forming positive beliefs, values and attitudes. In particular, we feel it is appropriate for there to be an emphasis on relationships education in the primary phase education.

At an appropriate age for our children it is also about the teaching of sex education, as part of National Curriculum Science. RHSE is not about the promotion of sexual orientation or sexual activity, rather an understanding and acceptance of the diverse relationships that exist in our school community and beyond. We ensure Relationships Education and Sex Education is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities.

It is important that pupils are aware of their own bodies and feelings. They need to be educated about any changes that may occur as they grow and to become comfortable with these.

For this to happen and for pupils to develop into mature, confident adults they need a well-planned, age-appropriate programme of Relationships Education starting with a focus on friendships, building of self-esteem, staying safe and mutual respect.

Please note, for the purposes of this policy we define Relationships Education (RSE) as any theme and topic that is required by the DfE within this section of the statutory document. This will be delivered within our PSHE education programme of study.

We define Sex Education (SE) as:

- Any non-statutory sex education content delivered as part of our PSHE education programme. Any individual session which this applies to is clearly identified within each individual school's curriculum overview in the appendices.
- Statutory sex education content is also part of National Curriculum for Science.

Please note that DfE guidance from 2020 also requires schools to deliver a 'Changing Adolescent Body' unit as part of statutory Health Education. This unit covers themes such as puberty, physical and emotional changes and menstruation. These themes will be covered in an age-appropriate way within our PSHE programme alongside other related themes.

4. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

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

We recognise that sex education is not compulsory in primary schools; however, we have decided to cover some content on sex education to meet the needs of pupils and prepare them for the transition to high school.

At Tillington Manor Primary School, primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born – conception
- Keeping safe

All of the above elements are part of the statutory framework with the exception of conception which is non-statutory.

For more information about our curriculum and what children are expected to know at the end of primary school please see Appendix 2.

5. Delivery of RHSE

RHSE is taught within the personal, social, health and economic (PSHE) education curriculum. We do this through the delivery of our Jigsaw PSHE scheme of work. Biological aspects of RHSE are taught within the science curriculum, and other aspects are included in religious education (RE). On occasion, appropriate and suitably experienced and/or knowledgeable visitors from outside school are invited to contribute to the delivery of RSE in school, such as School Nurses

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

The delivery of lessons is designed to give all pupils a chance to explore and investigate the subject in a safe and supportive way across the curriculum. A wide variety of active teaching and learning approaches will be used to teach PSHE education, including RHSE. These will include:

- use of circle time
- film-clips
- scenarios
- stories
- mind mapping
- discussions i.e. whole class, small groups, paired etc.
- drama / role play
- working independently, in pairs or larger groups of children and with children they would not normally work with

Pupils will be encouraged to reflect on their own learning and values by discussing their opinions and beliefs as this not only builds mutual respect and understanding of others, but also reinforces important skills and qualities such as compromise, listening and cooperation.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

RSE is delivered within time tabled curriculum lessons as part of our PSHE education curriculum. Statutory elements are also delivered within Science as per the National Curriculum. Our provision intends to help

young people develop confidence in talking, listening and thinking about relationships. Several teaching strategies help this, including:

- establishing ground rules with pupils
- using 'distancing' techniques
- encouraging reflection and discussion

The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of the subject in this school.

Inclusion

It is our intention that all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development, with differentiated provision if required. We operate a fully inclusive ethos in school. We are mindful of statutory guidance from the DfE, Ofsted and of the legal responsibilities placed upon institutions by the Equality Act 2010. The full act can be viewed here: <http://www.legislation.gov.uk/ukpga/2010/15/contents>

During PSHE/RSE sessions, objective discussion of the diversity of the community we serve, and wider society, will be approached in a sensitive and age-appropriate manner so that all children have access to lessons which meet their particular needs

Creating a safe learning environment

Creating a safe learning environment is a vital part of allowing children to access PSHE/RSE lessons where sensitive and complex issues can be explored and discussed. We use a range of methods to support this:

Jigsaw Charter

Given the often-sensitive nature of topics within RSE, ground rules where children follow the jigsaw charter are important. Examples are:

- Listen carefully
- Take turns to speak
- Respect each other's contributions and opinions

If you want to share something personal or something is worrying you, talk to the teacher after the lesson

During both formal and informal PSHE/RSE sessions, pupils are encouraged to ask questions. Any questions arising from pupils are answered according to the age and maturity of the pupil concerned, and if the teacher delivering the session deems it appropriate to answer.

If a teacher doesn't know the answer to a question or if a question is not deemed to be appropriate, this should be acknowledged and, if deemed to be appropriate, this may be followed up outside of the classroom environment with individual pupils. Teaching staff will endeavor to answer questions as openly as possible but if faced with a question they do not feel comfortable answering within the classroom, or is not age-appropriate (or within the school's RSE policy), provision may be made to address the individual child/young person's requirements. Children may also be signposted back to parents/carers who have ultimate responsibility in talking to their children about sensitive matters. We would also encourage parents to talk with school if they have any questions or queries, and if they would like advice on how to better support their child and continue learning outside of the classroom

6. Roles and responsibilities

6.1 The governing board

The governing board will approve the RHSE policy, and hold the Co- Headteachers to account for its implementation.

The governing board will hold the Headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to Curriculum and Standards committee.

6.2 The Headteacher

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

6.3 Staff

Staff are responsible for:

- Delivering RHSE in a sensitive way

- Modelling positive attitudes to RHSE

- 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 RHSE

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

6.4 Pupils

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

Governors/Heads/SLT will:

- Oversee all aspects of this policy
- Develop this policy and review it on a regular basis. This policy is developed in consultation with parents, pupils and staff to ensure that it meets the needs of the whole school community.
- Ensure that all staff are given regular and ongoing training on issues relating to RHSE
- Ensure that all staff are up to date with related policy changes, and familiar with school policy and guidance relating to relationships and sex education.
- Ensure that our schools are fully compliant in delivering statutory requirements within Relationships Education
- Communicate openly with staff, parents and the governing body to ensure that everyone understands the school policy and curriculum for RHSE, and that any concerns or opinions regarding the provision at the school are considered as is appropriate.

Subject lead will:

- Oversee the day-to-day operation of the school's RHSE provision
- Contribute to delivering or organisation of training where necessary
- Liaise with outside agencies e.g. school nurse service, visitors etc.
- Ensure that appropriate resources are available for the teaching of RHSE

- Develop, review and monitor the teaching of RSE and the school policy as requested by the Headteacher
- Report to governors/SLT on the subject as required

Staff will:

- Engage in professional development training around RSE provision as required
- Ensure that they are up to date with school policy and curriculum requirements regarding RHSE
- Tailor their teaching, planning and resources to ensure inclusive provision for all pupils in their class across the whole range of abilities, including those pupils with special educational or additional needs
- Provide regular feedback to the subject lead on their experience of teaching RHSE and pupil response and direct any queries or questions about delivery to the subject lead as soon as possible
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced RHSE in line with this school policy
- Inform the appropriate member of staff and follow school procedures around any safeguarding concerns which may arise.

Parents will:

- Share the responsibility of RHSE to support their child's personal, social and emotional development.
- Engage with their children to continue learning about matters that have been raised through the subject in school and extend their learning appropriately.
- Engage in any consultation/information around RHSE to ensure that our school curriculum best meets the needs of children
- If needed, seek additional support from the school where they feel it is required

7. Parents' right to withdraw

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

At TMPS, we are committed to working closely with parents to ensure that we create the best possible curriculum for our children, whilst also supporting parents in the conversations they might have with their children around such topics.

Whilst we believe that all of the content within our school's PSHE education curriculum is of the utmost importance and relevance to all pupils, including any additional non-statutory elements, parents have the legal right to request that their child be withdrawn from some or all non-statutory sex education lessons other than that which is delivered via the National Curriculum for Science.

As per the DfE guidance document, there is no parental right of withdrawal from Relationships Education or Health Education content within the school curriculum, or from any Sex Education which forms part of the National Curriculum for Science. These are statutory requirements which the DfE mandates schools to teach; please see the statutory document if further information is required.

We view the partnership of home and school as vital in providing the context around the themes covered to all our children. We will keep parents/carers informed of the RSE programme through publishing an overview of the content of the programme and policy on the school website and by providing further information / resources on request

We acknowledge that parents and carers have an especially important role to play in RSE and that they need to feel confident that the schools programme complements and supports their role. If parents wish to request that their child be withdrawn from any non-statutory provision, they should contact one of the Co- Head's and will be invited to a meeting to discuss any concerns and view any appropriate teaching resources. We ask parents to consider the positive contribution that age appropriate RSE can make to keeping pupils safe and preparing them for adulthood. At the meeting, parents will be encouraged to discuss any queries or concerns which they may have. Should parents then wish to withdraw their child from no statutory lessons, this request will be recorded on [appendix 3](#), and alternative provision will made for any children during such sessions so that they are not within class for the duration of the session.

8. Training

Staff are trained on the delivery of RHSE as part of their induction 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 RHSE as required.

9. Monitoring arrangements

Our aim is to provide RHSE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we regularly review the RHSE curriculum to evaluate its effectiveness and will inform parents of any revisions to the school policy or curriculum as required.

We aim to monitor the effectiveness of our RHSE provision through:

- Lesson visits
- Floor Book scrutiny
- Monitoring of planning
- Pupil voice
- Staff feedback

Teachers will critically reflect on their work in delivering RHSE so that they may feedback appropriate information to the subject lead in order to support development of the subject within school.

Pupils' development in RHSE is monitored by class teachers as part of our internal assessment systems.

The subject lead for PSHE/RSE will be responsible for monitoring and evaluation to ensure that content of the programme is effective and impactful.

10. Confidentiality and Safeguarding

The policies for RHSE and Safeguarding complement each other as they are integral in the teaching of RSE and in keeping children safe.

Teachers need to be aware that effective RHSE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a safeguarding issue by children. If this should occur, the staff member will inform the designated safeguarding lead (Mrs K Brockhurst) in line with the safeguarding policy should any concerns be raised.

If there is a time when a child wishes to confide in a member of staff the above policies must be followed, and any information passed onto the designated person. Staff members should make pupils are aware that they cannot guarantee confidentiality and of the procedures they must follow. The designated person

must then decide what action to take and whether to involve outside agencies depending on the information received in order to protect the child.

Appendix 1: Curriculum map

Relationships, sex, and health education curriculum map

EYFS/KS1

NC Strand	EYFS	Key Stage 1	Challenge
Families and people who care for me	UTW - PC - Has a sense of own immediate family and relations (22-36) Shows interest in the lives of people who are familiar to them (30-50) Enjoys joining in with family customs and routines (40-60) Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions (ELG)	<p>*To identify and respect the differences and similarities between people.</p> <p>*Identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</p> <p>*That they belong to different groups and communities such as family and school.</p> <p>*Know about people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</p>	<p>Chn can explain why some people may be different to themselves.</p> <p>Chn can list the different groups they belong to.</p>
Caring friendships	<p>UTW -PC - Beginning to have their own friends (22-36)They know that other children don't always enjoy the same things, and are sensitive to this (ELG)</p> <p>PSED - MFB - Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. (ELG)</p>	<p>*To recognise that their behaviour can affect other people.</p> <p>*To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable.</p> <p>*To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.</p> <p>*To recognise what is fair and unfair, kind and unkind, what is right and wrong.</p> <p>*Know that people's bodies and feelings can be hurt.</p> <p>*To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</p>	<p>Chn can identify possible cases of unacceptable behaviour and report this correctly.</p> <p>Chn show they can deal with friendship problems appropriately during playtimes, lunchtimes, in the classroom etc. Chn can say when they have done something that is wrong and give possible reasons for this.</p>
Respectful relationships	<p>UTW - PC - Learns that they have similarities and differences that connect them to, and distinguish them from, others.(22-36)</p> <p>PSED - MR - Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. (ELG)</p>	<p>*To identify and respect the differences and similarities between people.</p> <p>* Know that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed).</p> <p>*Recognise different types of teasing and bullying, to understand that these are wrong and unacceptable.</p> <p>*Strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</p>	<p>Chn can explain why some people may be different to themselves.</p> <p>Chn can identify possible cases of unacceptable behaviour and report this correctly.</p>

Online Relationships	<p>PD - HSC - Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe; to include keeping safe online. (ELG)</p> <p>UTW - T - Knows that information can be retrieved from computers (30-50) Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software. (40-60) Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. (ELG)</p>	<p>*Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety.</p> <p>*To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'.</p>	Chn demonstrate their ability to stay safe online and use ICT equipment responsibly.
Being Safe	<p>PSED - SCSA - They say when they do or don't need help. (ELG)</p> <p>PD - HSC - Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. (ELG)</p> <p>UTW - PC - Shows interest in different occupations and ways of life; linked to people who help us (30-50)</p>	<p>*To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy.</p> <p>* Know what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy.</p> <p>*The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.</p> <p>*To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond.</p> <p>*To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' (Links to online relationships).</p> <p>*To learn about people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</p>	<p>Chn can explain what the word privacy means to them.</p> <p>Chn can explain reasons why we do not keep secrets.</p>

KS2

NC Strand	Lower Key Stage 2	Challenge	Upper Key Stage 2	Challenge
Families and people who care for me	*To recognise different types of relationships, including those between acquaintances, friends, relatives and families.	Chn can name who they have a relationship with and what sort of relationship this is.	<p>*That civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.</p> <p>*To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.</p>	Chn show an understanding as to why some relationships may be unhealthy.
Caring friendships	<p>*To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>*To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise.</p>	Chn can apply their skills to show they can develop positive friendships and know how to deal with issues within friendships should they arise.	<p>*To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise.</p> <p>*To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support (Links to families and people who care for me).</p>	Chn can apply their skills to show they can develop positive friendships and know how to deal with issues within friendships should they arise.

Respectful relationships	<p>*To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy.</p> <p>*To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)</p>	Chn can explain what the word privacy means to them.	<p>*To recognise and challenge stereotypes.</p> <p>*To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).</p> <p>* To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk</p>	Chn can explain what stereotyping is and give examples of this. Chn are able to identify situations of bullying for themselves and others and get the appropriate help.
Online Relationships	<p>*To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationship.</p> <p>*To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)(links to respectful relationships).</p> <p>*Know how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</p> <p>*Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.</p> <p>*About the people who are responsible for helping them stay healthy and safe; how they can help these people keep them healthy and safe.</p>	Chn practice online safety guidelines at all time within and outside of school.	<p>*To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support (links to families and people who care for me).</p> <p>*To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others.</p> <p>*Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.</p> <p>*About the people who are responsible for helping them stay healthy and safe; how they can help these people keep them healthy and safe.</p>	Chn practice online safety guidelines at all time within and outside of school.
Being Safe	<p>*To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy.</p> <p>*The concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.</p> <p>*To recognise when they need help and to develop the skills to ask for help.</p> <p>*About the people who are responsible for helping them stay healthy and safe; how they can help these people keep them healthy and safe (links to online relationships).</p>	<p>Chn understand why we do not keep important secrets and can show they know who to get help from.</p> <p>Chn can name the people involved in keeping them healthy and safe.</p>	<p>*How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or unsafe.</p> <p>*Know about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact.</p> <p>*About the people who are responsible for helping them stay healthy and safe; how they can help these people keep them healthy and safe (links to online relationships).</p>	<p>Chn can list a variety of people who they can report issues to if ever they should feel unsafe.</p> <p>Chn can name the people involved in keeping them healthy and safe and are able to give reasons as to why.</p>

National Curriculum for Science linked to RHSE

Year 2

Animals, including humans	
<u>Prior Learning</u> <ul style="list-style-type: none">• Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. - Y1• Identify and name a variety of common animals that are carnivores, herbivores and omnivores. - Y1• Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). - Y1• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. - Y1	
<u>Vocabulary:</u> <i>survival, breathe, eat, drink, exercise, hygiene, offspring</i>	<u>Questions:</u> <i>When you look at the different pictures, what similarities and differences do you see?</i> <i>What do animals need in order to stay alive?</i> <i>How can we keep ourselves healthy?</i>
<u>Pupils should be taught to:</u> <ul style="list-style-type: none">• Notice that animals, including humans, have offspring which grow into adults.• Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).• Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	

Year 5

Living things and their habitats	
<u>Prior Learning</u> <ul style="list-style-type: none"> • Notice that animals, including humans, have offspring which grow into adults. - Y2 • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. - Y3 	
<u>Vocabulary</u> <i>mammal, amphibian, insect, bird, life cycle, reproduction, seed, bulb, tuber, cutting, metamorphosis,</i>	<u>Questions</u> <i>Do all animals have the same stages of life as humans?</i> <i>How do plants reproduce and what changes do they go through?</i>
<u>Pupils should be taught to:</u> <ul style="list-style-type: none"> • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. • Describe the life process of reproduction in some plants and animals. 	

Animals, including humans	
<u>Prior Learning</u> <ul style="list-style-type: none"> • 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. - Y3 • Identify that humans and some other animals have skeletons and muscles for support, protection and movement. - Y3 • Notice that animals, including humans, have offspring which grow into adults. - Y2 	
<u>Vocabulary</u> <i>womb, foetus, gestation, development, puberty, adult, elderly</i>	<u>Questions</u> <i>How have you changed since you were a baby?</i> <i>How will you be different when you leave secondary school?</i> <i>How will you be different when you are the same age as your grandparents?</i> <i>How does a baby change as it grows inside its mother?</i>
<u>Pupils should be taught to:</u> <ul style="list-style-type: none"> • Describe the changes as humans develop to old age. 	

Year 6

Evolution and inheritance

Prior Learning

- Describe the changes as humans develop to old age. - Y5
- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. - Y5
- Describe the life process of reproduction in some plants and animals. - Y5

Vocabulary

fossil, evolution, adaptation, environment, advantage, disadvantage, natural selection, inheritance

Questions

How do we know what dinosaurs looked like?
Why don't we all look the same?
Why did pepper moths change colour during the industrial revolution?

Pupils should be taught to:

- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<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

TOPIC	PUPILS SHOULD KNOW
Being safe	<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

Appendix 3: Parent form: withdrawal from sex education within RHSE

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	