



Relationships and Sex Education Policy

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

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Document History

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V0.1	March 2019	Liz Braithwaite	Draft policy created
V0.1	April-July 2019	Liz Braithwaite	Consultation with Trust Board, Parents and Pupils
V1.0	September 2019	Liz Braithwaite	Changes made to policy in light of consultation comments. Final version presented to Trust Board and approved
V2.0	June 2023	Zack Minton	Review and restructure of policy. To be further updated in line with KCSIE23 and then put forward to trustees so it can be ratified.

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1. Purpose

The purpose of Discovery Trust's Relationships and Sex Education (RSE) policy is to promote the well rounded development of pupils by ensuring the provision of high-quality, age-appropriate education on sex, relationships, and health. Our aim is to equip students with the knowledge and skills necessary to make responsible and informed decisions in their lives, while preparing them for the challenges and opportunities of adulthood. By complying with national guidelines and local regulations, we strive to create a safe and inclusive learning environment that fosters the spiritual, moral, social, cultural, mental, and physical growth of our pupils. Additionally, this policy seeks to provide relevant information and signpost students to external services that can offer further support.

2. Aims

The aims of relationships and sex education (RSE) in our trust are to:

- Provide a framework in which sensitive discussions can take place
- 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

➤ At Greystoke Primary School we believe:

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

3. Legal Framework

In our primary academies, we must provide relationships education to all pupils as per section 34 of the [Children and Social Work Act 2017](#). This legislation also requires us to provide RSE to all pupils at our secondary academies.

We do not have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is like the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum at primary level.

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

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

At Discovery Trust we teach RSE as set out in this policy.

4. Policy Development

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

- Review – a member of staff or a working group of staff from each school/central trust education team pulled together all relevant information including relevant national and local guidance
- Staff consultation – staff across all schools were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy at their respective schools
- Pupil consultation – we investigated what exactly pupils want from their RSE
- Ratification – once amendments were made, the policy was shared with our Advisory Boards and the Board of Trustees for ratification

5. Definition

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

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

RSE is not about the promotion of sexual activity.

6. Organisation of Curriculum

At Greystoke, we follow the curriculum developed by the [PSHE Association Programme of Study for PSHE Education \(Key stages 1–5\)](#) (example in Appendix 1); which takes into consideration the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this programme of study, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing pupils for the changes that adolescence brings
- How a baby is conceived and born

We also provide curriculum learning on 'Protective Behaviours'. Protective Behaviours is a practical down to earth approach to personal safety. It is a process that encourages self-empowerment and brings with it the skills to raise self-esteem and to help avoid being victimised. This is achieved by helping individuals to recognise and trust their intuitive feelings (Early Warning Signs) and to develop strategies for self-protection.

6.1. Primary Schools

6.1.1. Each Trust primary school is required to deliver statutory relationships education and health education.

6.1.2. "Relationships education" is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

6.1.3. "Health education" is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

6.2. Secondary Schools

6.2.1. Each Trust secondary school is required to deliver statutory relationships & sex education and health education.

6.2.2. Relationships & sex education (RSE)" is defined as teaching pupils about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.

6.2.3. “Health education” is defined as teaching pupils about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.

6.3. The majority of RSE, relationships education and health education curriculum will be delivered through PSHE education and pastoral form time programmes, with statutory elements taught via the science curriculum.

6.4. The curriculum for RSE, relationships education and health education will be available on each Trust school’s website.

7. Delivery of Curriculum

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Across our primary academies, 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
- Puberty (Year 4/5/6)

- We will teach about puberty in Years 4, 5 and 6, in accordance with our Curriculum for PSHE/RSE. We recognise the importance of ensuring that young people understand about the physical and emotional changes of puberty before they reach it, in order to allay fears or concerns. We also recognise that young people develop at different rates. When teaching about puberty in our RSE programme, we will be sensitive to the needs of those developing at different rates.
- We recognise the importance of ensuring that both boys and girls have a good understanding of puberty before they reach it. This will always be done in consultation with parents via the class teacher.
- We will respond appropriately and sensitively when parents contact the school with information they wish to share about the needs of their child. Parents will be made aware of their responsibility to keep school informed of changes which may impact upon the care we need to provide for their child through newsletters, parents evenings and the website.
- We will ensure that our young people have different opportunities to learn about puberty and their developing sexuality and prepare themselves for it. Programmes will be tailored to individual needs where appropriate. We may use single sex groups to address particular needs, such as girls’ practical need for information about managing periods. We may work with groups of Year 4, 5 and 6 pupils separately to ensure they receive appropriate information at these age groups.
- We will ensure that sensitive arrangements are made for girls who have started menstruating. This includes the provision of sanitary disposal units and the discreet provision of ‘emergency’ sanitary protection. Staff will respond to such requests discreetly.

➤ Sex Education (Year 6)

- What is love, including trust, respect and communication.
- Knowing someone well and trusting them
- People have sex for different reasons, they enjoy it, they want to have a baby or they don't want to have a baby so they use contraception.
- Conception / pregnancy
- Family models – different families, what is a family?

We recognise that many primary-aged children are aware of some forms of contraception and have begun to understand that adults do not only engage in sexual activity when they wish to reproduce. Children may ask direct questions about contraception or may reveal knowledge (accurate or inaccurate) about contraception in discussion with adults or their peers.

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

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

We will teach about contraception in the context of RSE and PSHE in an age-appropriate context.

Before we deliver the above content around Sex Education, parents will be sent the content to view.

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

Across our secondary academies, RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

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).

Across our trust, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism, or the illegal use of drugs.

7.1. Curriculum development and delivery will adhere to the DfE (2020) 'Teaching about relationships, sex and health' guidance.

- 7.2. The RSE, relationships education and health education curriculum will be delivered by appropriately trained members of staff, using units such as; the DfE CPD RSE training units.
- 7.3. The curriculum will proactively address issues in a timely way in line with current evidence on pupil's physical, emotional, and sexual development, as relevant.
- 7.4. RSE, relationships education and health education will be delivered in a non-judgemental, age appropriate, factual, and inclusive way that allows pupils to ask questions in a safe environment.
- 7.6. Classes may be taught in gender-segregated groups dependent on the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.
- 7.7. Throughout every year group, appropriate diagrams, videos, books, games, discussion, and practical activities will be used to assist learning. Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils.
- 7.8. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's Acceptable Usage policies.
- 7.9. Teachers will establish what is appropriate for one-to-one and whole class settings and alter their teaching of the programmes accordingly.
- 7.10. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.
- 7.11. Schools are responsible for ensuring that speakers, tools, and resources do not denounce capitalism or undermine the fundamental British values of democracy; the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- 7.12. Schools should not under any circumstances use resources produced by organisations that take extreme political stances on matters. This is the case even if the material itself is not extreme, as the use of it could imply endorsement or support of the organisation.

8. Equality and accessibility

- 8.1. The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of their; Age, Sex, Race, Disability, Religion or belief, Gender reassignment, Pregnancy or maternity, Marriage or civil partnership, Sexual orientation.
- 8.2. The school will consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for pupils with the above protected characteristics.
- 8.3. The school understands that pupils with SEND are entitled to learn about RSE and health education, and the curriculum will be designed to be inclusive of all pupils.

8.4. The school is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND – teachers will understand that they may need to liaise with the SENCO and be more explicit and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND.

8.5. Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate, developmentally appropriate and is delivered with reference to the law.

8.6. The school will take steps to foster healthy and respectful peer-to-peer communication and behaviour between all pupils and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic.

8.7. The school will be actively aware of everyday issues such as sexism, misogyny, homophobia, and gender stereotypes and take positive action to build a culture within which these are not tolerated. Any occurrences of such issues will be identified and tackled promptly.

8.8. The school will make clear that sexual violence and sexual harassment are not acceptable and will not be tolerated. Any reports of sexual violence or sexual harassment will be handled in accordance with the school's Behaviour Policy.

9. Use of external organisations and materials

We use the resources and materials provided by the PSHE Association (Appendix 1) at Greystoke Primary School. All materials used are appropriate and in line with our legal duties around political impartiality.

We remain responsible for what is said to pupils. This includes making sure that any speakers, tools, and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Our academies **will**:

➤ Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

○ Are age-appropriate ○ Are in line with pupils' developmental stage ○ Comply with:

- This policy
- The [Teachers' Standards](#)
- The [Equality Act 2010](#)
- The [Human Rights Act 1998](#)
- The [Education Act 1996](#)

➤ Only work with external agencies where they have full confidence in the agency, its approach, and the resources it uses

- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to the school, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

Our academies **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

10. Roles and responsibilities

10.1 The board of trustees

The board of trustees will approve the RSE policy at Trust level.

10.2 Advisory Board

Advisory Boards are responsible for supporting the implementation of the policy at their school and reporting issues to the Head of Safeguarding and CEO if they occur.

10.3 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across their school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 11).

10.4 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non statutory/non-science 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.

All teaching staff at Greystoke Primary School are responsible for teaching RSE

10.5 PSHE Lead

The role of the PSHE Lead at our school includes the responsibility of reviewing and evaluating the Relationships and Sex Education (RSE) programme. The PSHE Lead will report to the Head Teacher regarding this task.

To support staff in their planning and delivery of the 'Curriculum for RSE,' the PSHE Lead will assist by learning resources and activities for colleagues. They will also gather assessments, liaise with PSHE advisors, plan INSET to meet staff needs, and coordinate with visitors who support the RSE curriculum.

10.6 Pupils

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

11. Parents' right to withdraw

11.1 Parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE.

11.2. Parents do not have a right to withdraw their child from the relationships or health elements of the programmes.

11.3. Requests to withdraw a child from sex education must be made in writing to the headteacher or nominated deputy.

11.4. Before granting a withdrawal request, the headteacher (or nominated deputy) will discuss the request with the parents and, as appropriate, the child, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum.

11.5. They will inform parents of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have.

11.6. All discussions with parents will be documented. These records will be kept securely.

11.7. Following discussions with parents, the school will respect the request to withdraw their child up to and until three terms before the child turns 16, except in exceptional circumstances. After this

point, if the child wishes to receive RSE rather than be withdrawn, the school will plan to provide the child with RSE.

11.8. Pupils who are withdrawn from RSE will receive appropriate, purposeful education during the full period of withdrawal.

11.9. For requests concerning the withdrawal of a pupil with SEND, the headteacher may take the pupils' specific needs into account when making their decision.

12. Safeguarding and Confidentiality

12.1. All pupils will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.

12.2 To meet DfE best practice advice, the DSL will be involved in the formulation of safeguarding related areas of the curriculum, as the knowledge and resources may help to address safeguarding issues more appropriately and effectively.

12.3. When teaching issues that are particularly sensitive for pupils of all ages, e.g. self-harm or suicide, teachers will be made aware of the risks of inadvertently encouraging, or providing instructions to, pupils. Teaching of these subjects will always prioritise preventing self-harm or suicide as a central goal.

12.4 Confidentiality within the classroom is an important component of RSE and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.

12.5 Teachers will, however, understand that some aspects of RSE may lead to a pupil raising a safeguarding concern, e.g. disclosing that they are being abused, and that if a disclosure is made, the DSL will be alerted immediately.

12.6 Pupils will be made aware of how to raise their concerns or make a report, and how their report will be handled – this includes the process for when they have a concern about a peer.

13. Training

13.1. Training will be provided by the RSE and health education subject leader, alongside other school leaders and selected outside agencies.

13.2. Training will be delivered to the relevant members of staff on a regular basis to ensure they are up to date with the RSE and health education curriculum.

13.3. Training materials will be based on the Department for Education RSE CPD units.

13.4. Training will be focussed on both subject knowledge and pedagogical theory relating to methods of delivery e.g. distancing techniques.

13.5. Training will also be scheduled around any updated guidance on the curriculum and any new developments, which may need to be addressed in relation to the curriculum.

13.6. Appropriately trained staff will be able to give pupils information on where and how to obtain confidential advice, counselling, and treatments.



Appendix 1: Curriculum Map & Example Medium Term Overview

[PSHE Association Programme of Study for PSHE Education \(Key stages 1–5\)](#)

Relationships and sex education curriculum map

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – QUESTION-BASED MODEL

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

YEAR 1 – MEDIUM-TERM OVERVIEW			
Half term / Key question:	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn 1 What is the same and different about us?	Relationships Ourselves and others; similarities and differences; individuality; our bodies PoS refs: H21, H22, H23, H25, R13, R23, L6, L14	<ul style="list-style-type: none"> what they like/dislike and are good at what makes them special and how everyone has different strengths how their personal features or qualities are unique to them how they are similar or different to others, and what they have in common to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private 	PSHE Association – Inclusion, belonging and addressing extremism, (KS1), 'Sameness and difference' Medway Public Health Directorate - Primary RSE Lessons (KS1), Lesson 3, 'Everybody's body' NSPCC – The underwear rule resources (PANTS) FPA – Growing up with Yasmine and Tom (5-7), Naming body parts (£)
Autumn 2 Who is special to us?	Relationships Ourselves and others; people who care for us; groups we belong to; families PoS refs: L4, R1, R2, R3, R4, R5	<ul style="list-style-type: none"> that family is one of the groups they belong to, as well as, for example, school, friends, clubs about the different people in their family / those that love and care for them what their family members, or people that are special to them, do to make them feel loved and cared for how families are all different but share common features – what is the same and different about them about different features of family life, including what families do / enjoy together that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried 	Medway Public Health Directorate - Primary RSE Lessons (KS1), Lesson 1, 'My special people' FPA – Growing up with Yasmine and Tom (5-7), Different families (£)
Spring 1 What helps us stay healthy?	Health and wellbeing Being healthy; hygiene; medicines; people who help us with health PoS refs: H1, H5, H6, H7, H10, H37	<ul style="list-style-type: none"> what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) that things people put into or onto their bodies can affect how they feel how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy 	1 decision (5-8) - Keeping/staying healthy (£) FPA – Growing up with Yasmine and Tom (5-7), Keeping clean and taking care of myself (£) PSHE Association - Dental Health PSHE Association – Drug and Alcohol Education Lifebuoy - 'Soaper Heroes' lesson plans
		<ul style="list-style-type: none"> why hygiene is important and how simple hygiene routines can stop germs from being passed on what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing 	
Spring 2 What can we do with money?	Living in the wider world Money; making choices; needs and wants PoS refs: L10, L11, L12, L13	<ul style="list-style-type: none"> what money is - that money comes in different forms how money is obtained (e.g. earned, won, borrowed, presents) how people make choices about what to do with money, including spending and saving the difference between needs and wants - that people may not always be able to have the things they want how to keep money safe and the different ways of doing this 	1 decision (5-8) – Money matters (£) Experian - Values, Money and Me (KS1)
Summer 1 Who helps to keep us safe?	Health and wellbeing Keeping safe; people who help us PoS refs: H33, H35, H36, R15, R20, L5	<ul style="list-style-type: none"> that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people who can help them in different places and situations; how to attract someone's attention or ask for help; what to say how to respond safely to adults they don't know what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say 	1 decision (5-8) – Keeping/staying safe (£) FPA – Growing up with Yasmine and Tom (5-7), Keeping safe (£)
Summer 2 How can we look after each other and the world?	Living in the wider world Ourselves and others; the world around us; caring for others; growing and changing PoS refs: H26, H27, R21, R22, R24, R25, L2, L3	<ul style="list-style-type: none"> how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively the responsibilities they have in and out of the classroom how people and animals need to be looked after and cared for what can harm the local and global environment; how they and others can help care for it how people grow and change and how people's needs change as they grow from young to old how to manage change when moving to a new class/year group 	Medway Public Health Directorate - Primary RSE Lessons – KS1, Lesson 2, 'Growing up: the human life cycle' 1 decision (5-8) - Being responsible (£) Alzheimer's Society -Creating a dementia-friendly generation (KS1) Experian - Values, Money and Me (KS1)

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
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
TOPIC	PUPILS SHOULD KNOW

	<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	<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	<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 RSE

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	