



<b>Document Title</b>	<b>MLT Relationships, Health and Sex Education (RHSE) Policy</b>
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	<b>2</b>	<b>Academy specific appendices</b>
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This policy has been approved following consultation with parents/carers and students.

**Summary of Changes from Previous Version**

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V2	December 2022	Exec	Full re-write

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## 1. AIMS AND OBJECTIVES

### AIMS

To contribute to promoting the spiritual, moral, cultural, emotional and physical development of students at the MLT academies and to prepare students for opportunities, responsibilities and experiences of adult life.

### OBJECTIVES

- Provide a framework in which sensitive discussions can take place
- Impart an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies
- Impart an expectation of nurture, love, security and stability within family relationships
- Enable students to understand what constitutes caring and respectful friendships where trust can be fostered and understand what constitutes bullying. To further understand by secondary school those behaviours which are coercive, controlling and abusive as well as sexual harassment and sexual violence
- Develop students' ability to keep themselves safe both on and offline, and to manage online relationships
- Ensure that students understand the characteristics and nuances of intimate sexual relationships including sexual health
- Provide a comprehensive health education which focuses on all aspects of health including mental wellbeing, internet safety and harm, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention, basic first aid and the changing adolescent body.

## 2. STATUTORY REQUIREMENTS

### PRIMARY SCHOOL

As a Primary Academy, we must provide relationships education to all students under section 34 of the [Children and Social Work Act 2017](#).

We don't have to follow the National Curriculum, but we are expected to offer all students a curriculum that is similar to the National Curriculum including requirements to teach Science. This would include the elements of Sex Education contained in the Science curriculum.

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 Maltby Redwood Academy, we teach RSE as set out in this policy.

### 3. POLICY DEVELOPMENT

This policy has been developed in consultation with staff, students 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 look at the policy and make recommendations
3. Parent/carer/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
4. Student consultation – we investigated what exactly students want from their RSE
5. Ratification – once amendments were made, the policy was shared with the Chief Executive Officer and ratified.

As part of effective RSE provision, this RSE policy will be reviewed every 2 years to ensure that it continues to meet the needs of students, staff and parents/carers and that it is in line with current Department for Education advice and guidance.

### 4. DEFINITION

The Department for Education (DfE) defines Sex and Relationships Education (SRE) as: 'Learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in Science, and others are taught as part of Personal, Social, Health and Economic education (PSHE).'

### 5. ROLES AND RESPONSIBILITIES

#### EXECUTIVE LEADERS

To review the RSHE policy annually to ensure that it meets the needs of all members of the Academy's community.

#### SENIOR LEADERSHIP TEAM

To ensure that all staff are familiar with the Academy's policy and guidance relating to sex

education and up to date with any changes.

To communicate freely with staff, parents/carers and the governing body to ensure that everyone understands the policy and curriculum for sex education, and that any concerns or opinions regarding provision are listened to, taken into account and acted on as is appropriate.

## SUBJECT LEADER

To ensure that sex education is age-relevant and appropriate across all year groups.

To ensure that the knowledge and information regarding RSHE, to which all students are entitled, is provided in a comprehensive way.

To provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of sex education to students.

To provide information and guidance to parents and carers, as requested.

## TEACHERS

To ensure the teaching team of staff are up to date with the Academy's policy and the curriculum requirements regarding sex education. Any areas that they feel are not covered or inadequately provided for should be reported back to Subject Leader of Life Skills.

To attend and engage with relevant safeguarding training.

To encourage students to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a student comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they should follow college policy and take this concern to the Safeguarding Leads.

To ensure that their personal beliefs and attitudes do not prevent them from providing balanced RSHE activities to students.

To tailor their lessons to suit all students in their class, across the whole range of abilities, including those students with special educational needs.

## STUDENTS

To be considerate of other people's feelings and beliefs. Students who regularly fail to follow these standards of behaviour will be dealt with under the Academy's behaviour policy.

To be encouraged and to feel comfortable enough to talk to a member of staff regarding any concerns they have relating to sex education. Staff must consult the Safeguarding Leads if there is a child protection concern, or they feel ill-equipped to deal with the issue at hand.

To provide feedback on the Academy's RSHE provision. Opinions on provision and comments will be reviewed and taken into consideration when the curriculum is prepared for the following year's students. In this way, the Academy hopes to provide students with the education they need on topics they want to learn about.

## PARENTS AND CARERS

Maltby Learning Trust believes that Relationships, Sex and Health Education is the right of every young person and encourages active participation and involvement in the curriculum. Their role is to:

- To share responsibility for sex education and support their children's personal, social and emotional development.
- To be encouraged to create an open home environment where students can engage, discuss and continue to learn about matters that have been raised through RSHE activities.
- To be vigilant and responsive to concerns relating to inappropriate material available or viewed on-line.
- To be encouraged to seek additional support in this from the college where they feel it is needed.

## 6. PLANNING AND DELIVERY

The RHS Education within the Maltby Learning Trust Academies is firmly embedded in the PSHE framework and will help children and young people learn to respect themselves and others, and move with confidence from childhood, through puberty and into adolescence.

RSHE is taught by classroom teachers (and HLTA's in Primaries where specialist training has been received), sometimes supported by classroom assistants/support staff and occasionally the school nurse and other guest speakers as appropriate. It is our experience that certain subjects are better received when delivered by an expert or experienced health professionals (such as the school nurse) who can challenge students' knowledge and perceptions. A teacher is always present during these lessons for any follow up required. Please see **Appendix 1** for a summary of work delivered and resources used in each Key Stage. In Secondary Academies RSHE is delivered through the 'Life Skills Curriculum IN Year 7 - 11. The Life Skills Curriculum is planned around three core themes: Health and Wellbeing, Relationships and Living in the Wider World.

It is recognised that some staff may find it uncomfortable to deliver RHSE and may lack confidence when delivering sensitive issues. If this is the case, every effort will be made to provide support, either with resource materials, training or in the classroom. Staff in each Academy have expertise in this area and staff in some Academies have the PSHE CPD qualification and are available to support, train and offer advice. However, it should be recognised that the issues dealt with in this policy go far beyond the explanation of 'growing up' and as such are taught in every area of the curriculum – all staff should have an awareness of how to raise awareness of the key issues discussed here.

It is recognised that there may be occasions when it is felt more appropriate to deliver aspects of the work in single gender groups. The same curricular content will be delivered to both boys and girls when this occurs.

A variety of teaching strategies are used in this area of the curriculum. This includes, group work, discussion, pair work, role-play, individual work, reflection, circle time, film clips, use of children's fiction books, etc.

It is important for staff teaching this area of the curriculum to make good use of the teaching strategies suggested in the DfE statutory guidance document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (2020).

RSHE is monitored through inspection of teachers' short-term planning and learning walks and it is evaluated through discussion with teachers, parents and students, and end of unit evaluation sheets.

This area of the curriculum is constantly under review as a result of feedback from students and staff involved in the teaching.

There is recognition within each MLT Academy, there are different values, arising not only from religion, but also from social circumstances and upbringing. Teachers need to be sensitive to these issues and take into account a variety of different value bases when planning and delivering this programme of work.

## WIDER CURRICULUM

RSHE is also delivered through elements of the wider curriculum (EYFS-Y11) Biological aspects of RSHE are taught within the Science curriculum; moral issues relating to marriage, faithfulness, sexuality, fertility treatments, domestic abuse and divorce are considered in RS lessons; online protection issues are explored through Computing lessons; and in Y10-11 students refresh their knowledge about consent law, contraception and sexual health, again through RS lessons.

## ASSEMBLY PROVISION

Specifically focused assemblies explore issues related to pressure, consent, the effects of alcohol and illegal drugs, and healthy relationships. This enables broad themes to be highlighted in an age-appropriate way with all children which can then be followed up by teachers in classrooms.

## TUTOR TIME PROVISION (SECONDARY ONLY)

The Academy's Y7-Y11 programme of tutor provision including the tutor programme, Votes for Schools, Character Education and assemblies also enhance the RSHE provision. Issues relating to pressure, consent, the effects of alcohol and illegal drugs are just some of those explored through this curriculum. Provision is made for students to discuss issues raised in smaller groups.

## GUEST SPEAKERS/TEACHERS

We also invite guest speakers to talk on issues related to sex and relationships. It is our experience that certain subjects are better received when delivered by an expert or experienced health professionals (such as Childline, NHS commissioned professions and the school nurse teams) who can challenge students' knowledge and perceptions. A teacher is always present during these lessons.



## 7. USE OF EXTERNAL ORGANISATIONS AND MATERIALS

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to students. 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.

We **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 students' 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 we 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 our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, 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.

We **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.

## 8. VALUES FRAMEWORK

RSHE is supported by each Academy's wider curriculum for Personal, Social and Health Education. In this way each Academy can ensure that students:

- receive their RSHE in the wider context of relationships
- are prepared for the opportunities, responsibilities and experiences of adult life.

MLT believes that RSHE:

- is an integral part of a lifelong learning process, beginning in early childhood and continuing into adult life
- is an entitlement for all students irrespective of gender, sexuality, ethnicity, special needs, culture, faith or religious tradition
- should foster self-esteem, self-awareness, a sense of moral responsibility, and the confidence and ability to resist unwanted sexual experience, exploitation and abuse
- should be mindful of student's earlier experiences
- should provide consistent messages
- should be continuous and progressive
- should provide opportunity for discussion and clarification around values and attitudes
- should provide accurate, unbiased information.

Teachers and all those contributing to RSHE must work within this agreed values framework, which is in line with current legislation and Government guidance, irrespective of their personal feelings and beliefs.

The underlying values which underpin the whole of this work are based on respect for others, the development of positive relationships, and personal choice. The right of children and young people to have balanced, factual information and the need to have an opportunity to discuss issues in a safe and supportive environment are the cornerstones to the programme.

It is hoped that curriculum will promote self-esteem and emotional well-being and will help students to form and maintain worthwhile and satisfying relationships both on and offline, based on respect for themselves and for others, at home, school, work and in the community.

It will meet the needs of everyone; boys as well as girls, those with physical, learning or emotional disabilities, those with a religious or faith tradition, whatever their culture and whatever their developing sexuality.

RSHE is delivered in a safe, supportive environment where students feel able to discuss sensitive issues in an honest, open forum. When dealing with questions teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting. Questions which students ask will be answered honestly and openly in line with the Academy's aim of giving knowledge and information appropriate to the developmental age of the student, and in line with 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (2020). (See Section 8 – Guidance for teachers).

## 9. GUIDANCE FOR TEACHERS (IN LIGHT OF DFE GUIDANCE 0116/2000)

Each Academy must make sure that the needs of all students are met. Children and young people, whatever their developing sexuality, need to feel that RSHE is relevant to them and sensitive to their needs. Teachers can and should deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

The issue of sexual orientation is one that will feature in discussions about sexuality. When it does arise, teachers should deal with the subject honestly and sensitively, giving age-appropriate objective information, allowing balanced discussion, and challenging homophobic comments.

Teachers need to be aware that effective RSHE, which brings an understanding of what is and what is not acceptable in a relationship, can lead to disclosure of a child protection issue. Disclosures from students may take place at any time. If the student is comfortable to disclose, this should not be discouraged – unless this is in a place/at a time which could make the young person vulnerable to breaking confidence (e.g. In front of a class). If this happens, the teacher should sensitively suggest the young person talks to them or refer to another adult. This MUST then happen, individually with the student, as soon as possible but definitely before the end of the academy day. Staff should follow the Academy's child protection procedures, should this arise and record the disclosure on the cause for concern forms and immediately inform the Designated Safeguarding Lead or Deputy via the safeguarding@ email.

### TEACHING STRATEGIES

A variety of teaching strategies should be used to enhance this area of work. These should include the early setting of ground rules, the use of distancing techniques, pre-arranged ways of dealing with questions and time for reflection. Use of such strategies will create a safe learning environment for staff and students alike.

There are 3 elements of good relationships, sex and health education and these are interdependent. They are:

- Values, attitudes and beliefs
- Personal and social skills
- Acquiring and understanding accurate, unbiased knowledge.

Knowledge alone will not promote sexual and emotional health and well-being. A proper consideration of values, attitudes and beliefs is closely related to the development of personal and social skills and to acquiring and understanding accurate information.

Within the context of talking about relationships, students will be taught about the nature and importance of marriage for family life and the bringing up of children but will understand that there are strong and mutually supportive relationships outside of marriage. They will have the opportunity to talk about feelings, values and attitudes, and will learn how to have respect for themselves and others, and how to understand and appreciate difference.

It is important that the personal beliefs and attitudes of teachers will not influence the teaching of RSHE within the Lifeskills framework (Secondary Academies) or primary curriculum. Teachers and all those contributing to RSHE must work within an agreed values framework as described in the academy's policy, which is in line with current legislation and government guidance.

It is acknowledged that RSHE deals with some very sensitive issues, but the following points are very important:

- Correct terminology should be used when naming body parts, whilst recognising that there are 'pet' or 'family' words that may be used at home.
- Both boys and girls will need to be prepared for puberty before the onset of puberty. (This may include issues such as wet dreams and menstruation).
- The issue of masturbation may arise. Appropriate questions will be answered honestly and openly, but whether this is in front of a class or on an individual basis will be decided dependent on the situation.

## 10. PARENTAL ENGAGEMENT

Maltby Learning Trust believes that Relationships, Sex and Health Education is the right of every student and encourages active participation and involvement in the curriculum.

Our expectations of parental engagement are:

- To share responsibility for sex education and support their children's personal, social and emotional development.
- To be encouraged to create an open home environment where students can engage, discuss and continue to learn about matters that have been raised through RSHE activities.
- To be vigilant and responsive to concerns relating to inappropriate material available or viewed on-line.
- To seek additional support in this from the academy where they feel it is needed.

However, parents/carers do have the right to withdraw their child from some parts of the programme, excluding the DfE Science curriculum which includes human development, reproduction and healthy bodies. Any parent/carer wishing to exercise that right should initially contact the Principal of the Academy to discuss the matter. How provision will be made for their children will be negotiated on an individual basis, dependent on the needs of each child.

It is possible that the teaching of apparently unrelated topics will occasionally lead to a discussion of aspects of sexual behaviour outside of the 'taught' course. Provided that such discussion is relatively limited and set within the context of the subject concerned, it will not necessarily constitute part of 'sex and relationships education'.

In such a case, particularly where it involves students whose parents/carers have asked for them to be withdrawn, teachers will need to balance the need to give proper attention to relative issues.

## 11. RIGHT TO WITHDRAW

The Academy aims to keep parents/carers informed about all aspects of the RSHE curriculum and urges them to read this policy. They can request these directly from Subject Leader of Lifeskills or contact the Student Achievement Leader for that year group in Secondary Academies or the Academy Principal or class teacher in Primary Academies. The Academy will do everything it can to ensure that parents/carers are comfortable with the education provided for their children; it is, however, their statutory right to withdraw young people in their care from all aspects of sex education. This excludes withdrawal from the elements on human growth and reproduction which

fall under the Science National Curriculum. **In secondary education, parents/carers are not able to withdraw their child from any aspect of Relationships Education or Health Education.**

Any parents/carers wishing to withdraw children in their care from sex education should contact the Principal (Primary School) or Lifeskills Subject Leader (Secondary School), who will discuss their concerns with them. Sex education is a vital part of the Academy's Lifeskills curriculum and of keeping children safe, and we urge parents/carers to carefully consider their decision before withdrawing children in their care from this aspect of their education. However, it is acknowledged that the final decision about the issue is for the parents/carers to take.

If permission to withdraw a child is granted by the Principal, the child can still chose to receive Sex Education if they would like to from three school terms before they turn 16.

**Please note: The Science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.**

It is possible that the teaching of apparently unrelated topics will occasionally lead to a discussion of aspects of sexual behaviour outside of the 'taught' course. Provided that such discussion is relatively limited and set within the context of the subject concerned, it will not necessarily constitute part of 'sex and relationships education'.

In such a case, particularly where it involves students whose parents/carers have asked for them to be withdrawn, teachers will need to balance the need to give proper attention to relative issues.

## 12. TRAINING

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

The Principal 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.

## 13. MONITORING

The delivery of RSE is monitored by the Principal through a robust series of quality assurance activities, including curriculum deep dives, line management meetings, learning walks and work scrutinies.

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

This policy will be reviewed by the Executive Leadership Team every two years. At every review, the policy will be approved by the Chief Executive Officer.

## 14. GUIDANCE DOCUMENTS:

*Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers.*

*Understanding Relationships and Health Education in your child's **Primary** school: a guide for parents/carers*

[Understanding Relationships, Sex and Health Education – a guide for primary school parents \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

*Understanding Relationships and Health Education in your child's **Secondary** school: a guide for parents/carers*

[Understanding Relationships, Sex and Health Education - a guide for secondary school parents \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

PSHE Association Programme of Study for PSHE Education Key Stages 1-5  
[www.pshe-association.org.uk](http://www.pshe-association.org.uk)

*Equality Act 2010. (To ensure SRE is taught in the context of current relevant legislation)*

[SRE for the 21st Century - FINAL.pdf.pdf \(pshe-association.org.uk\)](https://www.pshe-association.org.uk)

*'Working in Partnership – Visitors Policy', South Yorkshire Healthy Schools.*

[Home | sexeducationforum.org.uk](http://sexeducationforum.org.uk)

## APPENDIX 1 – THE TAUGHT CURRICULUM PRIMARY PHASE

Overview of the RHSE curriculum taken from the Rotherham Healthy Schools scheme of work for PHSE and Citizenship – primary phase (updated version 2014) supplemented by the sex education forum's curriculum 3-13.

### SRE CURRICULUM AGES 3-6 (NURSERY, RECEPTION SCHOOL YEARS 1 & 2)

At this age children are interested in the differences between boys and girls, naming body parts, where babies come from, and friends and family. What areas of the body are private and should not be touched and who they can talk to if they are worried are also important.

### YEAR 1

#### **The Caring School: Feelings & Friendships**

- H1g Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- R1c 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.
- R2a How important friendships are in making us feel happy and secure, and how people choose and make friends.
- R2b The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- R2c That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- R3a 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.
- To recognise ways in which we can promote a caring trusting environment.
- To see ourselves as a valued and valuable member of the school community.

#### **Special People & Anti Bullying**

- R1a That families are important for children growing up because they can give love, security and stability.
- R1b 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.
- R1c 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.
- R1d 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.
- R1f How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.

- R3d The importance of self-respect and how this links to their own happiness.
- R3f 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.
- R3g What a stereotype is and how stereotypes can be unfair, negative or destructive.
- R4a That people sometimes behave differently online, including by pretending to be someone they are not.

### **Healthy Eating**

- H3a The characteristics and mental and physical benefits of an active lifestyle.
- H4a What constitutes a healthy diet (including understanding calories and other nutritional content)?
- H4b The principles of planning and preparing a range of healthy meals.
- H6d About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- H6e About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

### **Hygiene, Physical Health & Wellbeing**

- H3a The characteristics and mental and physical benefits of an active lifestyle.
- H2b 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 other's mental and physical well-being.
- H3b 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.
- H1c 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.
- H1e The benefits of physical exercise, time outdoors, community participation, voluntary and service- based activity on mental wellbeing and happiness.
- H6c The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.

### **Growing & changing**

- R5a What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- R5c That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

### **Lifecycles**

- To recognise how they are growing and changing.

### **Keeping Myself Safe**

- H7a How to make a clear and efficient call to emergency services if necessary.
- H6b About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.



- R2e 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.
- R4c The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- To develop skills to keep themselves safe.

### **The world of drugs**

- H5a The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.
- H7b Concepts of basic first aid, for example dealing with common injuries, including head injuries.
- To help children understand their role in the safe handling of medicines and substance. To recognise that substances can affect our bodies.

## **YEAR 2**

### **The Caring School: Feelings & Relationships**

- R1a That families are important for children growing up because they can give love, security and stability.
- R2a How important friendships are in making us feel happy and secure, and how people choose and make friends.
- R2b The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- R2c That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- R2d 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.
- R3f 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.
- R3g What a stereotype is and how stereotypes can be unfair, negative or destructive.
- R3a 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.
- R1c 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.
- H1g Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- R3d The importance of self-respect and how this links to their own happiness.
- H1b 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.
- H1h That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

- H2e 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. To understand that different influences can affect choices.

### **Healthy Lifestyles**

- H6c The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- H6d About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- H4a What constitutes a healthy diet (including understanding calories and other nutritional content)?
- H4c 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).
- H3b 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.
- H6e About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- H2b 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 on their own and other's mental and physical wellbeing.

### **Growing & Changing**

- R5c That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- H1c 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.
- To recognise their own growing competencies and responsibilities.

### **Keeping Myself Safe**

- R5b 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.
- H7a How to make a clear and efficient call to emergency services if necessary.
- H7b Concepts of basic first aid, for example dealing with common injuries, including head injuries.
- H2g Where and how to report concerns and get support with issues online.
- R4c The rules and principles of keeping safe online, how to recognize risk, harmful content and contact and how to report them.
- To know people who help them and how to ask for help.
- To know the difference between safe and dangerous places to play and how accidents can happen.
- To understand the responsibility involved in making choices. To recognise how to keep themselves safe.

## The world of drugs

- H5a The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.
- To know when to say no.
- To extend understanding of what goes into their bodies, how it enters and its impact. To understand the role of medicine and health.

## SRE CURRICULUM AGES 7-8 (SCHOOL YEARS 3 & 4)

At this age children are interested in the changing nature of friendships, the emotional and physical changes of growing up, similarities and differences between boys and girls, coping with strong emotions and how babies are made from eggs and sperm. How to look after our bodies and how to be safe and healthy are also important.

## YEAR 3

### The Caring School: Feelings, Friends and Friendships

- R3a 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.
- R3c The conventions of courtesy and manners.
- R3e That in school and in the 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.
- R2a How important friendships are in making us feel happy and secure, and how people choose and make friends.
- R2c That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- R3d The importance of self-respect and how this links to their own happiness.
- R4b The same principles apply to online relationships as face to face relationships, including the importance of respect for others online including when we are anonymous.
- H1b 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.
- H1c 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.
- H2c 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.
- To know that choices have consequences.
- To see ourselves as valued and valuable members of the school community.
- To recognise what is fair and unfair and the difference between right and wrong.
- To recognise the difference between wants, needs and rights.

## **Relationships, Loss and Separation**

- R1a That families are important for children growing up because they can give love, security and stability.
- R1b 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.
- H1b 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.
- H1f Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- To consider some of the changes that take place in people's lives and reflect on some of the changes in their own lives.
- To be able to recognise some of the emotions involved in loss situations and consider what is helpful and unhelpful in such situations.

## **Choices, Emotions and Difference**

- H1h That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- R3f 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.
- R4b 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.
- To understand the consequences of racism, teasing, bullying and discrimination.
- To understand the feelings and emotions associated with belonging.

## **My Healthy body: Taking responsibility for my healthy lifestyle**

- H4a What constitutes a healthy diet (including understanding calories and other nutritional content)?
- H4b The principles of planning and preparing a range of healthy meals.
- H1e The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- H3a The characteristics and mental and physical benefits of an active lifestyle.
- H2b 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.
- H3b 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.
- H3c The risks associated with an inactive lifestyle (including obesity).
- H6c The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- To begin to consider the effect of media and peer influences on their lifestyle choices.

## **Keeping Myself Safe**

- R4a That people sometimes behave differently online, including by pretending to be someone they are not.

- R4b 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.
- R4c The rules and principles for keeping safe online, how to recognize risks, harmful content and contact, and how to report them.
- R4e How information and data is shared and used online.
- R5a What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- R5b 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.
- R5f How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- R5h Where to get advice e.g. family, school and/or other sources.
- H2d Why social media, some computer games and online gaming, for example are age restricted H2g Where and how to report concerns and get support with issues online.
- H7a How to make a clear and efficient call to emergency services if necessary.

### **The world of drugs**

- R5h Where to get advice e.g. family, school and/or other sources.
- R5f How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- H5a The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.
- To develop skills for weighing up the choices involved in and the reasons for and against taking risks.
- To develop ways to resist unhelpful pressure to take risks with their health. To understand that pressure comes in different forms.

## **YEAR 4**

### **The Caring School: Feelings, Friends and Friendships**

- R3a 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.
- R3d The importance of self-respect and how this links to their own happiness.
- R3e That in school and in the 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.
- R2a How important friendships are in making us feel happy and secure, and how people choose and make friends.
- R2b The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- R2c That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- R2d 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.
- R3b Practical steps they can take in a range of different contexts to improve or support respectful relationships.

- R4a That people sometimes behave differently online.
- R4b That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others, including when we are anonymous.
- R4d How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met.
- H1c 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.
- To learn how to make positive choices.
- To know that choices have consequences.

### **Respecting the difference between people**

- R1c 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.
- R1d 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.
- R3a 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.
- R3e That in school and in the 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.
- R3f 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.
- R3g What a stereotype is and how stereotypes can be unfair, negative or destructive.
- H1h That bullying (including cyber bullying) has a negative and often lasting impact on mental wellbeing.
- H2c 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.
- H2e 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.

### **My Healthy Body and Caring for my body**

- H1a That mental wellbeing is a normal part of daily life, in the same way as physical health.
- H1e The benefits of physical exercise, time outdoors, community participation, voluntary and service- based activity on mental wellbeing and happiness.
- H1f Simple self- care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- H2b The benefits of rationing time spent online on their own devices and the impact of positive and negative content online on their own and others mental and physical wellbeing.
- H2g Where and how to report concerns and get support with issues online.
- H3c The risks associated with an inactive lifestyle (including obesity).
- H3d How and when to seek support including which adults to speak to in school if they are worried about their health.
- H4c 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).

- H6c The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- H6d About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- H6e About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- H6f The facts and science relating to allergies, immunisation and vaccination.
- H8a Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

### **Keeping Myself Safe**

- R4c The rules and principles for keeping safe online, how to recognize risks, harmful content and contact, and how to report them.
- R5a What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- R5b 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.
- R5d How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- R5e How to recognise and report feelings of being unsafe or feeling bad about any adult.
- R5f How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- R5h Where to get advice e.g. family, school and/or other sources.
- H2g Where and how to report concerns and get support with issues online.
- H7a How to make a clear and efficient call to emergency services if necessary.
- H7b Concepts of basic first aid, for example dealing with common injuries, including head injuries.
- To explore the concepts of safety and risk.
- To explore personal safety indoors and outdoors.
- To consider sensible road safety.

### **The world of drugs**

- H5a The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.
- To increase awareness of the different types of drugs, their effects and dangers.
- To revise health and safety skills and awareness of handling medicines.
- The increased knowledge of the effects and dangers of smoking.
- To explore feelings around smoking and smokers.
- To reinforce awareness of peer pressure.
- To help children say no to cigarettes.

## **SRE CURRICULUM AGES 9-10 (SCHOOL YEARS 5 & 6)**

At this age children are interested in knowing about love and the different kinds of families, they will be curious about puberty and sexual feelings and changing body image. They will want more details about conception, how babies develop and are born and why families are important for having babies. They will be interested in knowing about how people can get diseases including HIV, from sex and how they can be prevented. They will also want to know who they can talk to if

they want help or advice and information about puberty and sex. Questions to help you understand what children want to learn about are listed in themes below.

## YEAR 5

### **The Caring School: Bullying, Pressure and Risks**

- R2c That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- R2d 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.
- R2e 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.
- R3a 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.
- R3d The importance of self-respect and how this links to their own happiness.
- R3e 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.
- R3f 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.
- R3g What a stereotype is, and how stereotypes can be unfair, negative or destructive.
- R4b 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.
- R5f How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- R5g How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- R5h Where to get advice e.g. family, school and/or other sources.
- H1h That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- H2e 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.
- H2g Where and how to report concerns and get support with issues online. To know it is their right not to be hurt and to live without fear.

### **Me and my relationships**

- R1b 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.
- R1d 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.
- R1e That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.



- R3h The importance of permission- seeking and giving in relationships with friends, peers and adults. R3b Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- R4d How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met.
- H1b 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.
- H1c 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.
- H1d How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- To know what is meant by love.

## **Healthy Lifestyles**

- H1a That mental wellbeing is a normal part of daily life, in the same way as physical health.
- H1e The benefits of physical exercise, time outdoors, community participation, voluntary and service- based activity on mental wellbeing and happiness.
- H1f Simple self- care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- H1i 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).
- H1j That it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
- H2a That for most people the internet is an integral part of life and has many benefits.
- H2b 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.
- H3a The characteristics and mental and physical benefits of an active lifestyle.
- H3d How and when to seek support including which adults to speak to in school if they are worried about their health.
- R2a How important friendships are in making us feel happy and secure, and how people choose and make friends.
- R3d The importance of self-respect and how this links to their own happiness.
- R4a That people sometimes behave differently online, including by pretending to be someone they are not.
- R4c The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- R4e How information and data is shared and used online.
- H2f How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- To understand the importance of self-image.

## **Growing up: Relationships and responsibilities; Puberty**

- H1a That mental wellbeing is a normal part of daily life, in the same way as physical health.
- H8b About menstrual wellbeing including the key facts about the menstrual cycle.

- H1b 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.
- H1d How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- H1i 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).
- H8a Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- R3h The importance of permission- seeking and giving in relationships with friends, peers and adults. R5a What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- R5c That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- To understand that feelings can influence behaviour and vice versa. To empathise with the feelings of other people.

### **The world of drugs**

- H4c 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).
- H5a The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.
- H6a How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- H7a How to make a clear and efficient call to emergency services if necessary.
- H7b Concepts of basic first aid, for example dealing with common injuries, including head injuries.
- To help children acquire the skills and ideas to enable them to resist early experimentation.
- To understand the importance of alcohol on physical and mental health and lifestyles.
- To offer a more realistic view of what addiction can mean.
- To look at risk assessment linked to personality.
- To learn about different reasons why people do or do not drink alcohol. To reflect on the impact of one's behaviour on others.

## **YEAR 6**

### **The Caring School and Growing Up: Relationships**

- R1b 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.
- R1d 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.
- R1e That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

- R2b The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- R2d 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.
- R2e 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.
- R3a 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.
- R3d The importance of self-respect and how this links to their own happiness.
- R3e That in school and in the 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.
- R3h The importance of permission- seeking and giving in relationships with friends, peers and adults. R4b 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.
- R4d How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met.
- R5f How to ask for advice or help for themselves or others, and to keep trying until they are heard. H1d How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- To discuss what we mean by “going out” with someone and what we mean by love.
- To learn how to make positive choices.
- To know that choices have consequences.

### **Emotions & Transition to secondary school**

- H1b 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.
- H1c 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.
- H1d How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- H1i 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).
- H1f Simple self- care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

### **Growing up: Responsibilities**

- H1a That mental wellbeing is a normal part of daily life, in the same way as physical health.
- H1c 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.

- H1d How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- H1e The benefits of physical exercise, time outdoors, community participation, voluntary and service- based activity on mental wellbeing and happiness.
- H1f Simple self- care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- H1j It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
- H2b 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.
- H3a The characteristics and mental and physical benefits of an active lifestyle.
- H3c The risks associated with an inactive lifestyle (including obesity).
- H4a What constitutes a healthy diet (including understanding calories and other nutritional content)?
- H4c 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).
- H6a How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- H6f The facts and science relating to allergies, immunisation and vaccination.
- To explore the types of challenges that occur as children grow.
- To help children to face new challenges positively.

### **Rollercoaster: The ups and downs of puberty**

- R3h The importance of permission- seeking and giving in relationships with friends, peers and adults.
- R5f How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- R5g How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- R5h Where to get advice e.g. family, school and/or other sources.
- H8a Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- H8b About menstrual wellbeing including the key facts about the menstrual cycle.

### **The world of drugs & keeping safe online**

- H5a The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.
- R5h where to get advice e.g. family, school and/or other sources.
- H7a How to make a clear and efficient call to emergency services if necessary.
- H2a That for most people the internet is an integral part of life and has many benefits.
- H2b 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.
- H2d Why social media, some computer games and online gaming, for example, are age restricted.

- H2e 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.
- H2g Where and how to report concerns and get support with issues online.
- R4a That people sometimes behave differently online, including by pretending to be someone they are not.
- R4c The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- To understand about the laws on drugs, alcohol and tobacco and about the reasons for having such laws.
- To know how to take part in a discussion or debate.
- To consider other people's opinions and a range of relevant factors when making a decision.
- To develop skills and awareness for dealing with drug related situations.
- To develop and practice strategies for resisting peer pressure.

## APPENDIX 2: RESOURCES USED WITHIN THE RSHE CURRICULUM

The Rotherham Healthy Schools Scheme of Work for PSHE and Citizenship – Primary Phase (updated version 2020):

- Living & growing DVD
- Rollercoaster
- Lit-lets samples and literature
- CHIPS resources
- Primary All Stars resources
- Character Education (DfE guidance)
- Life Lessons (The Sutton Trust report).

## APPENDIX 3: THE PRINCIPLES OF HIGH QUALITY SEX AND RELATIONSHIPS EDUCATION (INCLUDING SCHOOLS WITH A RELIGIOUS CHARACTER)

### **Sex and relationships education:**

- Is a partnership between home and school.
- It ensures children and young people's views are actively sought to influence lesson planning and teaching.
- Starts early and is relevant to students at each stage in their development and maturity.
- Is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent.
- Includes the acquisition of knowledge, the development of life skills and respectful attitudes and values.
- Has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services.
- Helps students understand on and offline safety, consent, violence and exploitation.
- Is both medically and factually correct and treats sex as a normal and pleasurable fact of life.
- Is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience.

- Uses active learning methods, and is rigorously planned, assessed and evaluated.
- Helps students understand a range of views and beliefs about relationships and sex in society, including some of the mixed messages about gender, sex and sexuality from different sources including the media.
- Teaches students about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations.
- Promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs.

**It contributes to:**

- A positive ethos and environment for learning.
- Safeguarding students (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school.
- A better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships.
- Helping students keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice.
- Reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying.

Sex and Relationships Education (SRE) for the 21st Century 2014, supplementary advice (Brook, PSHE Association & SEF). As part of effective RSE provision, this RSE policy will be reviewed every 2 years to ensure that it continues to meet the needs of students, staff and parents and that it is in line with current Department for Education advice and guidance.