



Relationships, Health & Sex Education Policy

1. Introduction

- 1.1 We have based our school's *Relationship, Health and Sex Education* (RHSE) policy on the DfE guidance document: 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'. In this document, sex education is defined as 'learning about physical, moral and emotional development. We have also made reference to KCSIE and current advice and guidelines.

It is about understanding the importance of family life, stable and loving relationships, respect, love and care. *We promote a caring and supporting environment where each individual is valued and respected.* It is also about the teaching of sex, sexuality, relationships and health education.

Sex education is part of the personal, social and health education curriculum in our school. While we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions.

The Trust is committed to the provision of RHSE for all its pupils. Our programme aims to respond to the diversity of our children and families and provide them with the knowledge that will enable them to make informed decisions about their wellbeing, health and all aspects of relationships

2. AIMS

High quality, evidence based and age appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place including an following the DfE guidelines and units related to:
- *Relationships education, Physical and Mental Wellbeing, Sex Education*
- 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
- Teach children about abuse and what they should do if they are worried about any concerns regarding their own personal safety or health and how to report these concerns

3. Statutory Requirements

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

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

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

We must also have regard to our 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 Consortium Trust, we teach RHSE 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:

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/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy](#)
4. [Pupil consultation – we investigated what exactly pupils want from their RSE](#)
5. [Ratification – once amendments were made, the policy was shared with Trustees and ratified](#)

5. Definition

RHSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity as part of a timetabled PSHE programme, with good outcomes.

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

RHSE is not about the promotion of sexual activity.

We teach RHSE in the context of the aims and values framework (See Teaching and Learning Curriculum policy) We teach RHSE in the belief that we need to equip children with the knowledge, skills and understanding that they need in order to lead fulfilling lives. We support all children to embrace the challenges of creating a happy and successful life. Pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships to build their self-efficacy. Pupils can also put this knowledge into practice as they develop to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

6. Curriculum

Our RHSE curriculum is set out as per Appendix 1 and 2, but we may need to adapt it as and when necessary. We mainly refer to the PSHE association guidelines, programmes of study and SEND framework strands, which cover all aspects of the statutory requirements. We also reference Chris Quigley's essential planning tool and objectives.

We have developed the curriculum in consultation with parents, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, 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 boys and girls for the changes that adolescence brings](#)
- [How a baby is conceived and born](#)

For more information about our curriculum, see our curriculum map in Appendix 1 and 2

In Primary Science, we teach children about how animals, including humans, move, feed, grow and reproduce and we also teach them about the different parts of the body. In KS2, this also includes life processes and main stages of the human life cycle in greater depth. By the end of year 6 we ensure that all pupils know how babies are produced, how their bodies and emotions may change during puberty, what menstruation is, and its effects.

Throughout our wider school curriculums, our children learn to appreciate the differences between people and how to show respect for each other.

7. Delivery of RHSE

RHSE 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).

Meeting objectives will require a graduated and age appropriate programme. Teaching methods should take into account developmental differences of pupils even of the same age (including when those are due to specific educational needs or disabilities). Schools should also consider what is appropriate in a whole class setting.

In Primary school provision, 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](#)

For more information about our RHSE curriculum, see Appendixes 1 and 2.

Within secondary provision, 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

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

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQI+ parents, families headed by grandparents, adoptive parents and 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).

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. *(See paragraph 82 of Relationships Education, Relationships and Sex Education and Health Education DFE statutory guidelines 2019)*

In all Consortium Trust schools, when teaching the RHSE curriculum, the religious background, sexual orientation, gender and beliefs of all pupils will be taken into account ensuring that we comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

RHSE will be accessible for all pupils, including pupils with special educational needs and disabilities. High quality teaching is differentiated and personalised to ensure accessibility. The Trust is mindful of preparing our young people for adulthood as set out in the SEND code of practice. The Trust is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND.

If pupils ask questions pertaining to sex or sexuality which go beyond what is set out for relationships education, we will encourage them to seek the answers from trusted adults at home rather than seeking the answers through inappropriate sources, including online and social media content.

7.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

7.2 Use of Resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and will not provoke distress

8. Use Of External Organisations And Materials

We will make sure that any 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 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.

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 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 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 **will not**, 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

9. Roles and Responsibilities

9.1 The Trust Board

The Trust Board will approve the RHSE policy, and hold the schools to account for its implementation through the Executive Team.

9.2 The Academy Heads

The Academy Heads are responsible for ensuring that RHSE is taught consistently across the school, ensuring that all members of staff are given sufficient training and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

Lead staff monitor the policy on a regular basis and report to the Trust Board as requested, on the effectiveness of the policy.

9.3 Staff

Staff are responsible for:

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

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

9.4 Pupils

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

10. Parent's Right To Withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. Before a child is withdrawn, a meeting with the Academy Head will take place to discuss the importance of a full curriculum and any effects that withdrawing may have on the pupil.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Academy Head.

Alternative school work will be given to pupils who are withdrawn from sex education.

At Secondary level, parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to, and until, 3 terms before the child turns 16. After this point, if the pupil wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Academy Head.

A copy of withdrawal requests will be placed in the pupil's educational record. The Academy Head will discuss the request with parents and take appropriate action.

Alternative school work will be given to pupils who are withdrawn from sex education.

11. Confidentiality

All staff will conduct sex education lessons in a sensitive manner and in confidence. However, if a pupil makes a reference to being involved, or likely to be involved in sexual activity, then staff will take the matter seriously and deal with it as a safeguarding matter.

All staff will respond in a similar way if a pupil indicates that they have been a victim of, or witnessed abuse. In these circumstances, staff will talk to the pupil as a matter of urgency. If the staff have concerns, they will follow safeguarding procedures (See Child Protection and Safeguarding policy).

All other issues of a sensitive, but non sexual nature, will be dealt with appropriately and sensitively as they arise.

12. Training

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

The Academy Head 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 Arrangements

The delivery of RHSE is monitored by subject leads and the Academy Heads through learning walks, book scrutinies, drop in lesson observations, pupil interviews and staff conversations.

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

This policy will be reviewed by the Trust Board annually. At every review, the policy will be approved by the CEO and Chair of Trustees.



Appendix 1: Curriculum map



RSHE/ PSHE Planning document (in response to DfE guidance for September 2020 implementation)

This curriculum document for PSHE Education has been compiled to integrate the statutory content of the RSHE (Relationship, Sex and Health Education) and goes beyond to integrate this content within a broader and complete PSHE programme.

Documents referred to are listed in Appendix 2.

Within our PSHE curriculum we have also included many aspects of SMSC education (see Appendix 1). There are many crossovers between these areas of education and whilst many of these have been included in our plans, schools will still need to consider where SMSC and British Values fit within their wider curriculum and everyday school life, vision and ethos.

For clarification, Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum. Schools are encouraged to actively promote fundamental British values as an integral part of the SMSC curriculum so that the ethos and teaching in our settings provides an understanding of English civil and criminal law.

Planning for PSHE: Please refer to the policy and use in conjunction with the programme of study to plan content and ensure the ethos is maintained:

<https://consortiumacademy.co.uk/suffolk/primary/consortiummat/arenas/websitecontent/web/cmatrelationshipsexandhealtheducationpolicyv2-14.02.2019.pdf>

When planned for, and taught well, PSHE education supports pupils to develop the knowledge, skills and attributes they need to manage their lives, now and in the future as well as helping them to achieve their academic potential.



Learning opportunities should be used flexibly to plan a programme according to pupil's development, readiness and needs and taking into account prior learning, experience and understanding.

As mentioned above, there is extensive overlap between RSHE, PSHE and SMSC and, it is for this reason, that we have chosen not to differentiate between them in this programme of study, rather to group concepts and knowledge into broad and relevant areas. The 'activities/implementation' sections of the document are to enable staff to record their own plans for HOW they will support the acquisition of those concepts and knowledge and to provide space to record the opportunities to draw links between the subjects and integrate teaching where appropriate.

Intent	Implementation	Impact
<p>As a trust, it is our intent to educate our children to be accepting of diversity and be sensitive to the needs of different groups of people in society. We aim to encourage all children to use the correct language and terminology in discussion, developing an understanding and awareness that diversity and difference should be accepted and celebrated. The curriculum has been developed to be respectful, accepting and tolerant of different community and social groups, rather than to promote specific lifestyle choices.</p> <p>We aim to provide high quality learning opportunities which allow the children to demonstrate an understanding of, and a sensitivity to all others regardless of their beliefs and values, so that they can develop meaningful relationships and caring friendships in which they feel safe, cared for and supported. We aim to equip children with the ability to make their own decisions about their lifestyle choices, health and wellbeing and the knowledge they need to keep themselves safe in an ever developing world.</p>	<ul style="list-style-type: none"> • Open discussions/ forums/ debates • Invite visitors in to school to share their experiences and provide role models • Diversity in resources-books and materials to include different family groups, including representation of LGBT communities • DfE recommended resources • Parent and Child workshops to support SRE, Mental Health and Drug/ Alcohol education • PSHE association resources • Possible community projects • Pre-teaching/ preparation for vulnerable children • Scrapbook of children's responses to topical discussions 	

Relationships education

Concepts	Knowledge <i>By the end of Primary School</i> <i>Pupils should know</i>	KS1 <i>Pupils learn</i>	KS2 <i>Pupils learn</i>	Activities/ Implementation
Families and people who care for us	That families are important for children growing up because they can give love, security and stability	To identify the people who love and care for them and what they do to help them feel cared for	That a feature of positive family life is caring relationships; about the different ways in which people care for one another	
	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	About the roles different people (eg acquaintances, friends and relatives) play in our lives To identify common features of family life	To recognize other shared characteristics of healthy family life including commitment, care, spending time together; being there for each other in times of difficulty	
	That other's 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 characterized by love and care	About different types of families including those that may be different to their own To recognise the ways in which we are all unique	That people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different To recognise and respect that there are different types of family structure (including single parents, same sex parents, step parents, blended families, foster parents); that families of all types can give family members love, security and stability	

			About personal identity; what contributes to who we are (eg. Ethnicity, family, gender (including gender identity), faith, culture, hobbies, likes/dislikes)	
	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	<i>About different types of families including those that may be different to their own</i>	<p>To recognise that there are different types of relationships (eg friendships, family relationships, romantic relationships, online relationships)</p> <p><i>That a feature of positive family life is caring relationships; about the different ways in which people care for one another</i></p> <p><i>To recognise and respect that there are different types of family structure (including single parents, same sex parents, step parents, blended families, foster parents); that families of all types can give family members love, security and stability</i></p>	
	<p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p><i>Marriage in England and Wales is available to both opposite sex and same sex couples</i></p>	<i>To identify common features of family life</i>	<p>About marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>That people who love and care for each other can be in a committed relationship (eg marriage), living together but may also live apart</p>	
	How to recognise if family relationships are making them feel unhappy or unsafe	That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried	That forcing anyone to marry against their will is a crime; that help and support	

	and how to seek help and advice from others if needed		is available to people who are worried about this for themselves or others How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice	
Caring friendships	How important friendships are in making us feel happy and secure, and how people choose and make friends	About how people make friends and what makes a good friendship About what is kind and unkind behaviour and how this can affect others	About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effects of online action on others	
	The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	<i>About how people make friends and what makes a good friendship</i>	What constitutes a positive healthy friendship (eg mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face to face relationships	
	That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	About how to recognise when they or someone else feels lonely and what to do	The importance of seeking support if feeling lonely or excluded That healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them	
	That most friendships have ups and downs and that these can often be worked through so that the friendship is	Simple strategies to resolve arguments between friends positively	How friendships can change over time, about making new friends and the	

	repaired or even strengthened, and that resorting to violence is never right	How to listen to other people and play and work co-operatively	benefits of having different types of friends That friendships have up and downs; strategies to resolve disputes and reconcile differences positively and safely	
	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.	How to ask for help if a friendship is making them feel unhappy	To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary	
Respectful relationships	The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or background), or make different choices or have different preferences or beliefs	<i>To recognise the ways in which we are all unique</i> To recognise the ways in which they are the same and different to others About the different groups they belong to	About respecting the differences and similarities between people and recognising what they have in common with others eg physically, in personality or background To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own About the different groups that make up their community; what living in a community means	
	Practical steps they can take in a range of different contexts to improve or support respectful relationships	<i>About how people make friends and what makes a good friendship</i> <i>Simple strategies to resolve arguments between friends positively</i>	<i>To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</i> How to discuss and debate topical issues, respect other people's point of view and	

		How to talk about and share their opinions on things that matter to them	constructively challenge those they disagree with	
	The conventions of courtesy and manners	About how to treat themselves and others with respect; how to be polite and courteous	<i>To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</i>	
	The importance of self-respect and how this links to their own happiness	<p>To recognise what makes them special</p> <p>To identify what they are good at, what they like and dislike</p> <p><i>About how to treat themselves and others with respect; how to be polite and courteous</i></p>	<p>To recognise their individuality and personal qualities</p> <p>To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.</p> <p>About how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p>	
	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	<p><i>About how to treat themselves and others with respect; how to be polite and courteous</i></p> <p><i>To recognise the ways in which we are all unique</i></p>	<i>To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider</i>	

			<p><i>society; strategies to improve or support courteous, respectful relationships</i></p> <p>About inappropriate language that can often be wrongly perceived or seen as jokes or banter</p>	
	<p>About different types of bullying (including cyber bullying), the impact of bullying, responsibilities of by-standers (primarily reporting bullying to an adult) and how to get help</p>	<p>That bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>About how people may feel if they experience hurtful behaviour or bullying</p> <p>That hurtful behaviour (offline and online) including teasing, name calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p>	<p>About the impact of bullying, including offline and online. And the consequences of hurtful behaviour</p> <p>Strategies to respond to hurtful behaviour experienced or witnessed, off line and online by peers or others (including teasing, name calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p>	
	<p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p>	<p><i>About the different groups they belong to</i></p>	<p>About discrimination: what it means and how to challenge it</p> <p>To value the different contributions that people and groups make to the community</p> <p>About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>About stereotypes; how they can negatively influence behaviours and</p>	

			attitudes towards others; strategies for challenging stereotypes	
	The importance of permission-seeking and giving in relationships with friends, peers and adults	How to respond safely to adults they don't know About knowing there are situations when they should ask for permission and also when their permissions should be sought	About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) About seeking and giving permission (consent) in different situations	
Online relationships	The people sometimes behave differently online, including by pretending to be someone they are not	That sometimes people may behave differently online, including by pretending to be someone they are not	About why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns	
	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	<i>That hurtful behaviour (offline and online) including teasing, name calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</i>	How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know That personal behaviour can affect other people; to recognise and model respectful behaviour online <i>To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</i>	
	The rules and principles for keeping safe online, how to recognise risks, harmful	What to do if they feel unsafe or worried for themselves or others; who to ask for	<i>How to respond safely and appropriately to adults they may encounter (in all</i>	

	content and contact, and how to report them	help and vocabulary to use when asking for help; importance of keeping trying until they are heard	<i>contexts including online) whom they do not know</i> Where to get advice and report concerns if worried about their own or someone else's personal safety (including online)	
	How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met	<i>How to respond safely to adults they don't know</i>	<i>How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</i> To recognise what it means to 'know someone online' and how this differs from knowing someone face to face; risks of communicating online with others not known face to face	
	How information and data is used and shared online	Basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them	About some of the different ways information and data is shared online, including for commercial purposes About how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information	
Being Safe	What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	<i>About knowing there are situations when they should ask for permission and also when their permissions should be sought</i>	<i>About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)</i>	
	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	To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private	About keeping something confidential or secret when this should (eg a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret	

		About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)		
	That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact	<p><i>To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</i></p> <p>About how to respond if physical contact makes them uncomfortable or unsafe</p>	<p>That female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk</p> <p>Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p>	
	How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know	<p><i>That sometimes people may behave differently online, including by pretending to be someone they are not</i></p> <p><i>How to respond safely to adults they don't know</i></p> <p>Basic techniques for resisting pressure to do something they do not want to do and which may make them unsafe</p>	<i>How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</i>	
	How to recognise and report feelings of being unsafe or feeling bad about any adult	<i>What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</i>	<i>Where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</i>	
	How to ask for advice or help for themselves or others, and to keep trying until they are heard	<i>What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</i>	<i>Where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</i>	

	How to report concerns or abuse, and the vocabulary and confidence needed to do so. Pupils need to understand that concerns can relate to both adults and their peers. <i>*Abuse may include physical abuse or sexual/violence harassment</i>	<i>What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.</i>	<i>Where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</i> <i>That female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk</i>	
	Where to get advice eg family, school and/or other sources	<i>What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</i>	<i>Where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</i>	

Health education

Concepts	Knowledge <i>Pupils should know</i>	KS1 <i>Pupils learn</i>	KS2 <i>Pupils learn</i>	Activities/ Implementation
Mental Wellbeing	That mental wellbeing is a normal part of daily life, in the same way as physical health	About what keeping healthy means; different ways to keep healthy	That mental health, just like physical health, is part of daily life; the importance of taking care of mental health	
	That there is a normal range of emotions (eg happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations	About different feelings that humans can experience How to recognise and name feelings How feelings can affect people's bodies and how they behave How to recognise what others may be feeling	How to recognise that feelings can change over time and range in intensity	

	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 that not everyone feels the same at the same time, or feels the same about the same things About ways of sharing feelings; a range of words to describe feelings	A varied vocabulary to use when talking about feelings; about how to express feelings in different ways	
	How to judge whether what they are feeling and how they are behaving is appropriate and proportionate	Different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it	Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others	
	The benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness	About things that help people feel good (eg playing outside, doing things they enjoy, spending time with family, getting enough sleep)	About strategies and behaviours that support mental health- including how good quality sleep, physical exercise/ time outdoors, being involved in community groups, doing things for others, clubs and activities, hobbies and spending time with family and friends can support mental health and wellbeing	
	Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests	<i>Different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</i> About change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better	<i>About strategies and behaviours that support mental health- including how good quality sleep, physical exercise/ time outdoors, being involved in community groups, doing things for others, clubs and activities, hobbies and spending time with family and friends can support mental health and wellbeing</i> About change and loss, including death, and how these can affect feelings; ways	

		How to manage when finding things difficult	of expressing and managing grief and bereavement	
	Isolation and loneliness can affect children and that it is very important to discuss their feelings with an adult and seek support	<p><i>How to manage when finding things difficult</i></p> <p>About preparing to move to a new class/ year group</p> <p><i>About how to recognise when they or someone else feels lonely and what to do</i></p>	<p>Problem solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p><i>The importance of seeking support if feeling lonely or excluded</i></p>	
	That bullying (including cyber bullying) has a negative and often lasting impact on mental wellbeing	<p><i>That bodies and feelings can be hurt by words and actions; that people can say hurtful things online</i></p> <p><i>About how people may feel if they experience hurtful behaviour or bullying</i></p>	<i>About the impact of bullying, including offline and online. And the consequences of hurtful behaviour</i>	
	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)	<p><i>To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</i></p> <p><i>That hurtful behaviour (offline and online) including teasing, name calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</i></p>	<p><i>To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</i></p> <p><i>Strategies to respond to hurtful behaviour experienced or witnessed, off line and online (including teasing, name calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</i></p>	
	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	<i>How to manage when finding things difficult</i>	To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult	

Internet safety and harms	That for most people the internet is an integral part of life and has many benefits	About how the internet and digital devices can be used safely to find things out and communicate with others About the role of the internet in everyday life	Recognise ways in which the internet and social media can be used both positively and negatively	
	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 physical and mental wellbeing	About different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV	About the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online	
	How to consider the effect of their online actions on others and how to recognise and display respectful behaviour online and the importance of keeping personal information private	<i>That bodies and feelings can be hurt by words and actions; that people can say hurtful things online</i> <i>That hurtful behaviour (offline and online) including teasing, name calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</i>	<i>That personal behaviour can affect other people; to recognise and model respectful behaviour online</i> <i>Recognise ways in which the internet and social media can be used both positively and negatively</i> Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images	
	Why social media, some computer games and online gaming, for example, are age restricted	About rules and age restrictions that keep us safe	Reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films and online gaming About the risks involved in gambling; different ways money can be won or lost through gambling-related activities and	

			their impact on health, wellbeing and future aspirations	
	That the internet can also be a negative place where online abuse, trolling, peer on peer abuse such as cyber-bullying and harassment can take place, which can have a negative impact on mental health	<i>Basic rules to keep safe online, including by what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</i>	<i>Reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films and online gaming</i> <i>Strategies to respond to hurtful behaviour experienced or witnessed, off line and online (including teasing, name calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</i> <i>Recognise ways in which the internet and social media can be used both positively and negatively</i>	
	How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted	That not all information seen online is true	How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results <i>About some of the different ways information and data is shared online, including for commercial purposes</i> <i>About how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</i> About how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the	

			reliability of sources and identify misinformation	
	Where and how to report concerns and get support with issues online	<i>Basic rules to keep safe online, including by what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</i>	About the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves or others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact	
Physical Health and Fitness	The characteristics and mental and physical benefits of an active lifestyle	<i>About what keeping healthy means; different ways to keep healthy</i> <i>CQ Science milestone 1: Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</i>	How regular (daily/ weekly) exercise benefits mental and physical health (eg walking or cycling to school, daily active mile); recognising opportunities to be physically active and some of the risks associated with an inactive lifestyle <i>CQ Science milestone 3: Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions.</i>	
	The importance of building regular exercise in to 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	About how physical activity helps us to stay healthy; and ways to be physically active everyday	<i>How regular (daily/ weekly) exercise benefits mental and physical health (eg walking or cycling to school, daily active mile); recognising opportunities to be physically active and some of the risks associated with an inactive lifestyle</i>	
	The risks associated with an inactive lifestyle (including obesity)	<i>About how physical activity helps us to stay healthy; and ways to be physically active everyday</i>	<i>How regular (daily/ weekly) exercise benefits mental and physical health (eg walking or cycling to school, daily active mile); recognising opportunities to be</i>	

			<p><i>physically active and some of the risks associated with an inactive lifestyle</i></p> <p>How to recognise that habits can have both positive and negative effects on a healthy lifestyle</p>	
	How and when to seek support including which adults to speak to in school if they are worried about their health	About the people who help us to stay physically healthy	How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health	
Healthy Eating	What constitutes a healthy diet (including understanding calories and other nutritional content)	<p>About foods that support good health and the risks of eating too much sugar</p> <p><i>About how physical activity helps us to stay healthy; and ways to be physically active everyday</i></p> <p><i>CQ Science milestone 1: Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</i></p>	<p>How to make informed decisions about health</p> <p>About what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay</p> <p><i>CQ Science milestone 2: Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat.</i></p>	
	The principles of planning and preparing a range of healthy meals	<i>About foods that support good health and the risks of eating too much sugar</i>	<i>About what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay</i>	
	The characteristics of a poor diet and risks associated with unhealthy eating	<i>About foods that support good health and the risks of eating too much sugar</i>	About the elements of a balanced, healthy lifestyle	

	(including, for example, obesity and tooth decay) and other behaviours (eg the impact of alcohol on diet or health)		<p>About choices that support a healthy lifestyle, and recognise what might influence these</p> <p><i>About what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay</i></p>	
Drugs, Alcohol and Tobacco	The facts about legal and illegal harmful substances and associated risks including smoking, alcohol use and drug-taking	About things that people can put in to their body or on their skin; how these can affect how people feel	<p>About the risks and effects of legal drugs common to everyday life (eg cigarettes, e- cigarettes/ vaping, alcohol and medicines and their impact on health; recognise that drug use can become a habit that can be difficult to break</p> <p>To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>About why people choose to use or not use drugs (including nicotine, alcohol and medicines)</p> <p>About the mixed messages in the media about drugs, including alcohol and smoking/ vaping</p> <p>About the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p>	

			<i>CQ Science milestone 3: Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions.</i>	
Health and Prevention	How to recognise early signs of physical illness, such as weight-loss or unexplained changes to the body		About what good physical health means; how to recognise early signs of physical illness	
	About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer	How to keep safe in the sun and protect skin from sun damage	About the benefits of sun exposure and risks of over exposure; how to keep safe from sun damage and sun/ heat stroke and reduce the risk of skin cancer	
	The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn	About why sleep is important and different ways to rest and relax	About how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and the ability to learn	
	About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist	About dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health	How to maintain good oral hygiene (include correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (eg sugar consumption/ acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)	
	About personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of handwashing	Simple hygiene routines that can stop germs from spreading	That bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it	

			About the importance of taking medicines correctly and using household products safely (eg following instructions carefully)	
	The facts and science relating to allergies, immunization and vaccination	That medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy	How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed	
	About recognising risk in simple everyday situations and what actions to take to minimize harm	<p>About how to keep safe at home (including around electrical appliances) and fire safety (eg not playing with matches and lighters)</p> <p>That household products (including medicines) can be harmful if not used correctly</p> <p>About the people whose job it is to help keep us safe</p> <p>Ways to keep safe in familiar and unfamiliar environments (eg beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p>	<p>About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe</p> <p>Strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>How to predict, assess and manage risk in different situations</p>	
Basic First Aid	How to make a clear and efficient call to emergency services if necessary	<p>About what to do if there is an accident and someone is hurt</p> <p>How to get help in an emergency (how to dial 999 and what to say)</p>	How to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say	

	Concepts of basic first aid, for example dealing with common injuries, including head injuries	<p><i>About what to do if there is an accident and someone is hurt</i></p> <p><i>About things that people can put in to their body or on their skin; how these can affect how people feel</i></p>	About what is meant by first aid; basic techniques for dealing with common injuries (common injuries might include bruises, scalds, burns, bleeds- cuts/nose bleeds, asthma attacks, allergic reactions, choking, unresponsiveness)	
Changing Adolescent Body	Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes	<p>To name the main parts of the body including external genitalia (eg vulva, vagina, penis, testicles)</p> <p>About growing and changing from young to old and how people's needs change</p> <p><i>Linked to CQ Science milestone 1: Identify, name, (draw) and label the basic parts of the human body...</i></p> <p><i>Notice that animals, including humans, have offspring which grow into adults.</i></p>	<p>To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>About the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>About how hygiene routines change during a time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>About where to get more information, help and advice about growing and changing, especially about puberty</p> <p><i>CQ Science milestone 3: Describe the changes as humans develop to old age.</i></p>	
	About menstrual wellbeing including the key facts about the menstrual cycle		<i>To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</i>	

			<i>About the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</i>	
Economic Wellbeing Concepts	Knowledge <i>By the end of Primary School Pupils should know</i>	KS1 <i>Pupils learn</i>	KS2 <i>Pupils learn</i>	Activities/ Implementation
Money	What money is and have an understanding of handling money, making choices and paying for the things we need and want.	What money is; forms that money comes in; that money comes from different sources	About the different ways to pay for things and the choices people have about this	
	The importance of developing sound attitudes to managing our money effectively,	That people make different choices about how to save and spend money	To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'	
			Different ways to keep track of money	
		That money needs to be looked after; different ways of doing this	About risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe	
			About the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations	

	About an appreciation of needs and wants and an understanding that we can't always have everything we want.	About the difference between needs and wants; that sometimes people may not always be able to have the things they want	That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)	
			To recognise that people make spending decisions based on priorities, needs and wants	
			To identify the ways that money can impact on people's feelings and emotions	
			<i>About the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</i>	

As part of the Science curriculum, the trust teaches some sex and relationships education through other subject areas (for example, science and PE) Years 5 and 6 will have a particular emphasis on specific sex education as outlined below.

Concepts	Knowledge <i>By the end of Primary School Pupils should know</i>	KS1 <i>Pupils learn</i>	KS2 <i>Pupils learn</i>	Activities/ Implementation
Sex Education			About the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born	

NEXT STEPS:

Appendix 2:

By the end of primary school pupils should know:

Topic	Pupils should know
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>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</p> <p>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</p> <p>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</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>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</p>

Topic	Pupils should know
Respectful relationships	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>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</p> <p>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</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>

Topic	Pupils should know
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>

Appendix 3

By the end of secondary school pupils should know

Topic	Pupils should know
Families	<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</p> <p>How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</p>

Topic	Pupils should know
Respectful relationships, including friendships	<p>The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</p> <p>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 people in positions of authority and due tolerance of other people's beliefs</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</p>

Topic	Pupils should know
Online and media	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online</p> <p>The impact of viewing harmful content</p> <p>That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online</p>
Being safe	<p>The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</p> <p>How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</p>

Topic	Pupils should know
Intimate and sexual relationships, including sexual health	<p>How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</p> <p>That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</p> <p>How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>

Appendix 4

The planning framework for SEND

The Planning Framework is organised into six sections:

1. Self-Awareness

- Me, who I am, my likes, dislikes, strengths and interest

2. Self-care, Support and Safety

- Looking after myself and keeping safe
*aspects of Relationships and Sex Education.

3. Managing Feelings

- Understanding feelings, and that how I feel and how others feel affects choices and behaviour
*aspects of Relationships and Sex Education

4. Changing and Growing

- How I and others are changing
- New opportunities and responsibilities
*aspects of Relationships and Sex Education

5. Healthy Lifestyles

- Being and keeping healthy, physically and mentally

6. The World I Live In

- Living confidently in the wider world

Each of the six sections is subdivided into topic areas, as set out below.

Please note that there is overlap between the topic areas and sections, for example, mental health and online safety are explicitly covered in some topic areas but are also integrated throughout all six sections where appropriate.



Section	Key Stage 1 & 2 Topic Areas	DfE Objectives	Key Stage 3 & 4 Topic Areas	DfE Objectives/ Units of Study
Self-Awareness	1. Things we are good at	Mental Wellbeing Respectful Relationships	1. Personal strengths	Mental Wellbeing
	2. Kind and unkind behaviours	Respectful Relationships Online Relationships Being Safe Mental Wellbeing Internet Safety and Harms	2. Skills for learning	Mental Wellbeing
	3. Playing and working together	Respectful Relationships	3. Prejudice and discrimination	Respectful Relationships Caring Friendships
	4. People who are special to us	Families and People Who Care for Me Caring friendships Respectful Relationships Mental Wellbeing	4. Managing pressure	Respectful Relationships Caring Friendships
	5. Getting on with others	Families and People Who Care for Me Caring Friendships Respectful Relationships Being Safe Mental Wellbeing		
	1. Taking care of ourselves	Health and Prevention	1. Feeling unwell	Intimate and Sexual Relationships

Self-Care, Support and Safety		Physical Health and Fitness		Mental Wellbeing Health and Prevention
	2. Keeping safe	Online Relationships Being Safe Mental Wellbeing Internet Safety and Harms Basic First Aid	2. Feeling frightened/worried	Families and People Who Care for Me Online Relationships Being Safe Internet Safety and Harms
	3. Trust	Caring Friendships Online Relationships Being Safe Mental Wellbeing Internet Safety and Harms	3. Accidents and risk	Online Relationships Internet Safety and Harms
	4. Keeping safe online	Online Relationships Internet Safety and Harms Being Safe	4. Keeping safe online	Online Relationships Internet Safety and Harms Health and Prevention Basic First Aid
	5. Public and Private	Being Safe	5. Emergency situations	Health and Prevention Basic First Aid
			6. Public and private	Families and People Who Care for Me Online Relationships Internet Safety and Harms

			7. Gambling	Mental Wellbeing Internet Safety and Harms Money
Manage Feelings	1. Identifying and expressing feelings	Mental Wellbeing	1. Self-esteem and unkind comments	Respectful Relationships Mental Wellbeing
			2. Strong feelings	Families and People Who Care for Me Mental Wellbeing
	2. Managing strong feelings	Mental Wellbeing Respectful Relationships	3. Romantic feelings and sexual attraction	Respectful Relationships Caring Friendships
			4. Expectations of relationships/abuse	
Changing and Growing	1. Baby to adult	Respectful Relationships Changing Adolescent Body	1. Puberty	Changing Adolescent Body
	2. Changes at puberty	Changing Adolescent Body	2. Friendship	Respectful Relationships Families and People Who Care for Me Caring Friendships
	3. Dealing with touch	Being Safe Respectful Relationships	3. Healthy and unhealthy relationship behaviour	Families and People Who Care for Me Respectful Relationships Intimate and Sexual Relationships
	4. Different types of relationships	Families and People Who Care for Me	4. Intimate relationships, consent and contraception	Online Relationships

		Respectful Relationships Caring Friendships		Family and People Who Care for Me Intimate and Sexual Relationships Being Safe Internet Safety and Harms
			5. Long-term relationships/parenthood	Family and People Who Care for Me Intimate and Sexual Relationships
Healthy Lifestyles	1. Healthy Eating	Health and Prevention Healthy Eating	1. Elements of a healthy lifestyles	Intimate and Sexual Relationships Physical Health and Fitness Health and Prevention
	2. Taking care of physical health	Physical Health and Fitness Mental Wellbeing Internet Safety and Harms Health and Prevention	2. Mental wellbeing	Mental Wellbeing Physical Health and Fitness
	3. Keeping well	Physical Health and Fitness Drugs, Alcohol and Tobacco Health and Prevention	3. Physical activity	Mental Wellbeing Physical Health and Fitness
			4. Healthy eating	Healthy Eating
			5. Body image	Internet Safety and Harms
			6. Medicinal drugs	Drugs, Alcohol and Tobacco
			7. Drugs, alcohol & tobacco	Drugs, Alcohol and Tobacco Physical Health and Fitness

The World I Live In	1. Respecting differences between people	Respectful Relationships	1. Diversity/rights and responsibilities	Respectful Relationships *Citizenship
	2. Jobs people do	Economic Wellbeing	2. Managing online information	Internet Safety and Harms *Citizenship
	3. Rules and laws	Economic Wellbeing *British Values *Citizenship	3. Taking care of the environment	*Citizenship
	4. Taking care of the environment	Families and People Who Care for Me	4. Preparing for adulthood	Economic Wellbeing *Citizenship
	5. Belonging to a community	Respectful Relationships Families and People Who Care for Me *Citizenship	5. Managing Finances	Money Economic Wellbeing
	6. Money	Money Economic Wellbeing		

Appendix 5:

Parent form: withdrawal from sex education within RHSE

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

To be completed by the school	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken.

Document Control

Changes History

Version	Date	Amended By	Details of Change
V3	02.07.2020	S Cutler	Terminology only.
V4	11.7.2022	S Davidson	No change
V5	10/2/2023	S Hawes and K. Binding	Redraft using KCSIE, PSHE association materials, SEND provision, LGBTQI+ references,

Approval

Name	Job Title	Signed	Date
Andrew Aalders-Dunthorne	Principal/CEO	Electronic signature	14/12/2016
Dawn Carman-Jones	On behalf of the Trust Board	Electronic signature	14/12/2016
Andrew Aalders-Dunthorne	Principal/CEO	Electronic signature	02/07/2020
Dawn Carman-Jones	On behalf of the Trust Board	Electronic signature	02/07/2020
Andrew Aalders-Dunthorne	Principal/CEO	Electronic signature	14/7/2022
Dawn Carman-Jones	On behalf of the Trust Board	Electronic signature	14/7/2022
Andrew Aalders-Dunthorne	Principal/CEO	Electronic signature	18/5/2023
Dawn Carman-Jones	On behalf of the Trust Board	Electronic signature	18/5/2023

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