



Relationships, Health and Sex Education Policy

This is a model policy for all Vine schools that has been reviewed and adapted for St St Osyth Church of England Primary school.

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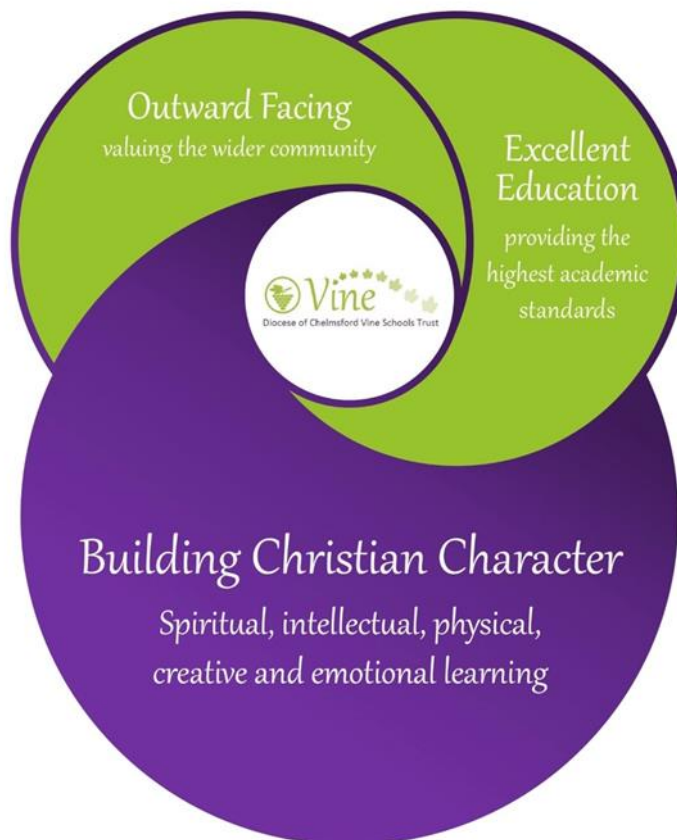
**I am the vine; you are the branches.
If you remain in me and I in you, you
will bear much fruit**

JOHN 15:5



Vision & Values

- V** Valuing every person
- I** Inspiring great teaching
- N** Nurturing academic excellence and Christian Character
- E** Excelling, unlocking great potential



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This policy should be read in relation to the school's safeguarding and behaviour and relationships policies and is in line with:

Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers. DfE July 2019.

Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) in Church of England

Schools. The Church of England Education Office September 2019.

Valuing All God's Children. Guidance on Church of England schools on challenging homophobic, biphobia and transphobic bullying.

Equalities Act 2010 www.legislation.gov.uk/ukpga/2010/15/contents

'We undertake to follow the principles in the Church of England Education Office Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE)
www.churchofengland.org/more/education-and-schools/church-schools-and-academies/relationships-and-sex-education

Our Vision for xxx Primary School:

'Many MAT policies may be adopted but key policies are adapted to reflect the school's vision'. Our Christian Vision is below.

Our Christian vision and mission statement

"Love one another as I have loved you" (John 15:12).

This is the Christian foundation for our high expectations for learning, achievement and behaviour for each and every pupil and for the way we work with families, our parish and our whole community. Our mission is to demonstrate the love of Christ by recognising the uniqueness of every child and providing them with an engaging, broad and balanced curriculum which enables them to:

Learn and progress well academically, creatively, physically, socially and spiritually.

Develop the essential knowledge, skills, and personal attributes that they need to succeed in the next stage of their education and in the whole of their lives.

In putting our vision and our mission into practice we have high standards and we have high expectations for learning, achievement and behaviour for each pupil. We develop every child's confidence and create an environment in which they feel included, secure and valued. The achievements of all pupils are celebrated. Everybody is made welcome and we foster good relationships throughout the school. We work in partnership with parents and the local community and we offer a range of high-quality extended services. The school promotes healthy lifestyles and care for the environment.

All Vine Schools Trust schools affirm:

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

From: Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers. DfE July 2019

The Church of England Education Office faith sensitive inclusive approach to Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) underpinned by two key biblical passages:

**'So God created humankind in his image, in the image of God he created them'.
(Genesis 1:27, NRSV)**

That relationships lie at the very heart of what it means to be human, and that Relationships, Health and Sex Education explores what it means to be human and about what it means to be a person in community. This will be taught in a context where all people should be given dignity as all people are made in the image of God and loved equally by God. This truth underpins what pupils learn about the differences that are expected under UK law.

**'I have come in order that you might have life—life in all its fullness'.
(John 10:10, GNB)**

All pupils have a right to an education which enables them to flourish and is set in a classroom culture where differences of lifestyle and opinion are given dignity; bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.”

From: Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) in Church of England Schools. The Church of England Education Office September 2019.

Our RHSE Curriculum Aims:

- Protects, informs, and empowers all children- supporting them to develop the skills to express their own views and make their own informed decisions.
- Ensures children can cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others and feelings of self-respect, confidence and empathy.
- Provides children with the knowledge that will enable them to navigate and contextualise a world in which many will try to tell them how to behave, what to do and what to think.
- Gives children an understanding of sexual development and the importance of health and hygiene.
- Provides a framework in which sensitive discussions can take place.
- Creates a positive culture around issues of sexuality and relationships.
- Teaches pupils the correct vocabulary to describe themselves and their bodies.
- Enables all children to be prepared for the change’s adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science - how a baby is conceived and born.

2. Statutory Requirements

As an academy trust, our RHSE policy complies with the statutory guidance set out in:

Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers. DfE July 2019.

Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) in Church of England Schools. The Church of England Education Office September 2019

This states that primary pupils must be taught relationships education. There are also elements of sex education contained in the school curriculums for science.

In VST schools, we teach RHSE as set out in this policy, with each school choosing curriculum content which meets the needs of its own community - **see Appendix 1.**

3. Policy Development

This policy brings RHSE into line with the latest government statutory guidance and has been developed using the suggested policy template from the Church of England.

Our schools will be continually developing their own curriculum content in consultation with staff, pupils, and parents, in line with the following steps:

- Staff working together to review curriculum content and drawing upon all relevant information including relevant national and local guidance.
- Parents/stakeholders in all schools being consulted with about the policy and its development.
- Making any amendments necessary and sharing the policy with Local School Boards for ratification.

4. Definitions

- 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.
- RHSE involves a combination of sharing information and exploring issues and values.
- RHSE is not about the promotion of sexual activity.

Defining Relationships Education

'The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults'. (DfE Jul 2019)

Relationships Education includes:

- Understanding what a relationship is, what a friendship is, and the appropriate and inappropriate behaviours associates with them.
- Being appreciative of existing relationships and learning how to form new healthy friendships.
- Understanding how to treat others in a respectful way including understanding boundaries and safe contact both physically and on-line.
- Learning the features of healthy relationships including family relationships, friendships and relationships with peers and adults.
- Learning about on-line safety and conduct in the context of positive relationships.
- Learning about developing personal characteristics and how this impact relationships.
- Learning about positive emotional and mental wellbeing which promotes self-worth in the context of positive relationships.
- The knowledge needed to recognise and report abuse including online.

(NB For further details of all the aspects pupils should know by the end of the primary phase please refer to paragraphs 54-62 of Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance).

Defining Sex Education

'The Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.'

Sex Education includes:

- Learning about reproduction: learning how babies can be made and the emotions that people experience when they are ready for close intimacy.
- The national curriculum for science includes content about human body parts, growth, puberty and gestation.

5. Curriculum and delivery of RHSE

The curriculum content in each of VST school, for all age groups, has been developed in line with Trust policy and is set out by each school, in consultation with parents and carers, pupils and staff, taking into account the age, needs and feelings of pupils.

If pupils ask questions outside the scope of this policy, teachers will respond in a sensitive manner, so they are properly and appropriately informed and don't seek answers from inappropriate sources. See Appendix 3 Managing Difficult Questions

RHSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RHSE are taught within the science curriculum. See Appendix 1 and Appendix 5.

In our schools, relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships.

Each VST school publishes its own detailed curriculum, (Appendix A). RHSE topics may include:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships and social media
- Being safe
- Intimate and sexual relationships (Year 6)

These areas of learning are taught in an age-appropriate manner within the context of family life. We acknowledge that families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.

We believe that all pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect and where they are free to be themselves and fulfil their potential without fear.

VST schools seek to ensure that the RHSE curriculum protects, informs and nurtures all pupils. It clearly differentiates between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values, recognising that the distinction can be easily blurred and that there needs to be discernment about the manner in which this is taught. We teach RHSE within a moral (but not moralistic) framework.

RHSE in VST schools is about what constitutes wellbeing and loving care for ourselves (physical, emotional and mental health education), how we show loving care for others (relationships education) and, when at an appropriate age and stage in life, how we show loving care to those with whom choose to be intimate - sex education.

Pupils consider how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect.

RHSE is delivered in a way that affords dignity and shows respect to all who make up our diverse community. It does not discriminate against any of the protected characteristics in the Equality Act and is sensitive to the faith and beliefs of those in the wider school community. RSE seeks to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints as appropriate to the context of the school and always with respect. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.

RSE seeks to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influences including those on-line.

RSE promotes healthy, resilient relationships that sits within the VST schools Christian Vision and includes values such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice.

Pupils with SEND will have had the content made accessible to them through carefully adjusted plans which meet their needs.

6. Roles and Responsibilities

VST Trust Board and Local Schools Board (LSB)

The Trust Board approves this RHSE policy and holds the CEO to account for its implementation. The LSB for each school approves the schools' curriculum content and holds the Headteacher to account for its implementation.

Headteachers/Heads of School

The Headteacher/Head of School is responsible for ensuring that RHSE is taught consistently across the school, and for managing any requests to withdraw pupils from non-statutory components of RHSE (see Section 8 below).

Staff

Staff are responsible for:

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

Pupils

Pupils are expected to treat others with respect and sensitivity when discussing issues related to RHSE

Parents and carers right to withdraw

*Parents and carers do **not** have the right to withdraw their children from relationships education.* Parents do have the right to withdraw their children from the non-statutory components of sex education within RSE.

We hope that parents and carers will be confident of the care and consideration that has gone into the RSE developed in our school and will therefore support our programme but invite anyone who wishes to exercise the right to withdraw to discuss it further with us, when we can explore any concerns.

Following this process, requests for withdrawal should be put in writing using the form found in **Appendix 2** of this policy and addressed to the headteacher.

7. Training

Staff are trained on the delivery of RHSE and it is included in each school's continuing professional development calendar.

Some schools may also choose to invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RHSE.

8. Monitoring arrangements

The delivery of RHSE across the Trust is overseen by the Trust School Improvement Team and monitored by the LSB, via a report from the Headteacher.

Pupils' development in RHSE is monitored by class teachers as part of their internal assessment systems, just as it is for all curriculum subjects.

This policy will be reviewed in line with the dates on page 1 and, at every review, the policy will be approved by the Trust Board.

Appendix 1: Curriculum Outline for our school, for each year group.

The learning outcomes for the RSHE are shown for each year group. In mixed age classes learning outcomes for each year group are usually covered alternate years – as with a topic-based curriculum.

Those sections **highlighted in blue** are the sex education part of the curriculum.

Reception/Early Years Foundation Stage

Children will be able to:

1. Know that they are special and that everyone is special.
2. Understand that we have different types of families and we have different people who are special to us, both inside and outside our family.
3. Recognise different feelings.
4. Recognise who are good people that they can talk to if they have a problem - if something or someone is upsetting them, or making them feel worried or scared.
5. Have some ideas about how to handle their feelings.
6. Talk about and show how to be a good friend.
7. Describe and identify what things are good to go into our bodies and what things are not good to go into our bodies.
8. Identify how to keep safe indoors and outdoors.
9. Understand how to recognise the feeling that something is wrong and how to get help if this happens, particularly in relation to things that they have seen online.
10. Give ideas about how to care for our homes, our classrooms and our world.
11. Recognise money, in different forms, and what it means to save money, be given money and to spend money.
12. Develop resilience – the ability to ‘bounce back’.
13. Name and describe healthy foods.
14. Enjoy moving in different ways and knowing that this is part of being healthy.
15. Talk about why it is important to get a good night’s sleep.
16. Describe that as plants, animals and people get older they change – life cycle.
17. Name different points in the human life cycle – Baby, Child, Teenager, Adult, Old age
18. Simply describe where babies come from.
19. Name different parts of the body and that that boys and girls are different.

Year 1

Children will be able to:

1. Understand that classroom rules help everyone to learn and be safe;
2. Explain their classroom rules and be able to contribute to making these.
3. Recognise how others might be feeling by reading body language/facial expressions;
4. Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)
5. Identify a range of feelings;
6. Identify how feelings might make us behave:
7. Suggest strategies for someone experiencing 'not so good' feelings to manage these.
8. Recognise that people's bodies and feelings can be hurt;
9. Suggest ways of dealing with different kinds of hurt.
10. Recognise that they belong to various groups and communities such as their family;
11. Explain how these people help us and we can also help them to help us.
12. Identify simple qualities of friendship;

13. Suggest simple strategies for making up.
14. Demonstrate attentive listening skills;
15. Suggest simple strategies for resolving conflict situations;
16. Give and receive positive feedback, and experience how this makes them feel.
17. Identify the differences and similarities between people;
18. Empathise with those who are different from them;
19. Begin to appreciate the positive aspects of these differences.
20. Explain the difference between unkindness, teasing and bullying;
21. Understand that bullying is usually quite rare.
22. Explain some of their school rules and how those rules help to keep everybody safe.
23. Identify some of the people who are special to them;
24. Recognise and name some of the qualities that make a person special to them.
25. Understand that the body gets energy from food, water and air (oxygen);
26. Recognise that exercise and sleep are important parts of a healthy lifestyle.
27. Recognise the importance of sleep in maintaining a healthy, balanced lifestyle;
28. Identify simple bedtime routines that promote healthy sleep.
29. Recognise emotions and physical feelings associated with feeling unsafe;
30. Identify people who can help them when they feel unsafe.
31. Understand that medicines can sometimes make people feel better when they're ill;
32. Explain simple issues of safety and responsibility about medicines and their use.
33. Understand and learn the PANTS rules;
34. Name and know which parts should be private;
35. Explain the difference between appropriate and inappropriate touch;
36. Understand that they have the right to say "no" to unwanted touch;
37. Start thinking about who they trust and who they can ask for help.
38. Good or bad touches?
39. Recognise the importance of regular hygiene routines;
40. Sequence personal hygiene routines into a logical order.
41. Identify what they like about the school environment;
42. Recognise who cares for and looks after the school environment.
43. Demonstrate responsibility in looking after something (e.g. a class pet or plant);
44. Explain the importance of looking after things that belong to themselves or to others.
45. Explain where people get money from;
46. List some of the things that money may be spent on in a family home.
47. Recognise that different notes and coins have different monetary value;
48. Explain the importance of keeping money safe;
49. Identify safe places to keep money;
50. Understand the concept of 'saving money' (i.e. by keeping it in a safe place and adding to it).
51. Recognise the importance of fruit and vegetables in their daily diet;
52. Know that eating at least five portions of vegetables and fruit a day helps to maintain health.
53. Recognise that they may have different tastes in food to others;
54. Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch;
55. Recognise which foods we need to eat more of and which we need to eat less of to be healthy.
56. Recognise and use simple strategies for preventing the spread of diseases.
57. Recognise that learning a new skill requires practice and the opportunity to fail, safely;
58. Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.
59. Demonstrate attentive listening skills;
60. Suggest simple strategies for resolving conflict situations;

61. Give and receive positive feedback, and experience how this makes them feel.
62. Recognise how a person's behaviour (including their own) can affect other people.
63. Name major internal body parts (heart, lungs, blood, stomach, intestines, brain);
64. Understand and explain the simple bodily processes associated with them.
65. Understand some of the tasks required to look after a baby;
66. Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.
67. Identify things they could do as a baby, a toddler and can do now;
68. Identify the people who help/helped them at those different stages.
69. Explain the difference between teasing and bullying;
70. Give examples of what they can do if they experience or witness bullying;
71. Say who they could get help from in a bullying situation.
72. Explain the difference between a secret and a nice surprise;
73. Identify situations as being secrets or surprises;
74. Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.
75. Identify parts of the body that are private;
76. Describe ways in which private parts can be kept private;
77. Identify people they can talk to about their private parts.

Year 2

Children will be able to:

1. Suggest actions that will contribute positively to the life of the classroom;
2. Make and undertake pledges based on those actions.
3. Take part in creating and agreeing classroom rules.
4. Use a range of words to describe feelings;
5. Recognise that people have different ways of expressing their feelings;
6. Identify helpful ways of responding to other's feelings.
7. Define what is meant by the term 'bullying' and 'teasing' showing an understanding of the difference between the two;
8. Identify situations as to whether they are incidents of teasing or bullying.
9. Bullying or teasing?
10. Understand and describe strategies for dealing with bullying;
11. Rehearse and demonstrate some of these strategies.
12. Explain the difference between bullying and isolated unkind behaviour;
13. Recognise that there are different types of bullying and unkind behaviour;
14. Understand that bullying and unkind behaviour are both unacceptable ways of behaving.
15. Recognise that friendship is a special kind of relationship;
16. Identify some of the ways that good friends care for each other.
17. Recognise, name and understand how to deal with feelings (e.g. anger, loneliness);
18. Explain where someone could get help if they were being upset by someone else's behaviour.
19. Identify some of the physical and non-physical differences and similarities between people;
20. Know and use words and phrases that show respect for other people.
21. Identify people who are special to them;
22. Explain some of the ways those people are special to them.
23. Recognise and explain how a person's behaviour can affect other people.
24. Explain how it feels to be part of a group;
25. Explain how it feels to be left out from a group;
26. Identify groups they are part of;

27. Suggest and use strategies for helping someone who is feeling left out.
28. Recognise and describe acts of kindness and unkindness;
29. Explain how these impact on other people's feelings;
30. Suggest kind words and actions they can show to others;
31. Show acts of kindness to others in school.
32. Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted);
33. Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.
34. Understand that medicines can sometimes make people feel better when they're ill;
35. Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell;
36. Explain simple issues of safety and responsibility about medicines and their use.
37. Identify situations in which they would feel safe or unsafe;
38. Suggest actions for dealing with unsafe situations including who they could ask for help.
39. Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.
40. Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;
41. Identify the types of touch they like and do not like;
42. Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.
43. Know that they can ask someone to stop touching them;
44. Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.
45. Identify safe secrets (including surprises) and unsafe secrets;
46. Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.
47. Identify how inappropriate touch can make someone feel;
48. Understand that there are unsafe secrets and secrets that are nice surprises;
49. Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.
50. Describe and record strategies for getting on with others in the classroom.
51. Explain, and be able to use, strategies for dealing with impulsive behaviour.
52. Identify special people in the school and community who can help to keep them safe;
53. Know how to ask for help.
54. Identify what they like about the school environment;
55. Identify any problems with the school environment (e.g. things needing repair);
56. Make suggestions for improving the school environment;
57. Recognise that they all have a responsibility for helping to look after the school environment.
58. Understand that people have choices about what they do with their money;
59. Know that money can be saved for a use at a future time;
60. Explain how they might feel when they spend money on different things.
61. Recognise that money can be spent on items which are essential or non-essential;
62. Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.
63. Explain the stages of the learning line showing an understanding of the learning process;
64. Suggest phrases and words of encouragement to give someone who is learning something new;

65. Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.
66. Understand and give examples of things they can choose themselves and things that others choose for them;
67. Explain things that they like and dislike, and understand that they have choices about these things;
68. Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.
69. Explain how germs can be spread;
70. Describe simple hygiene routines such as hand washing;
71. Understand that vaccinations can help to prevent certain illnesses.
72. Explain the importance of good dental hygiene;
73. Describe simple dental hygiene routines.
74. Understand that the body gets energy from food, water and oxygen;
75. Recognise that exercise and sleep are important to health
76. Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain);
77. Describe how food, water and air get into the body and blood.
78. Demonstrate simple ways of giving positive feedback to others.
79. Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.
80. Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);
81. Understand and describe some of the things that people are capable of at these different stages.
82. Identify which parts of the human body are private;
83. Explain that a person's genitals help them to make babies when they are grown up;
84. Understand that humans mostly have the same body parts but that they can look different from person to person.
85. Explain what privacy means;
86. Know that you are not allowed to touch someone's private belongings without their permission;
87. Give examples of different types of private information.

Year 3

Children will be able to:

1. Explain why we have rules;
2. Explore why rules are different for different age groups, in particular for internet-based activities;
3. Suggest appropriate rules for a range of settings;
4. Consider the possible consequences of breaking the rules.
5. Explain some of the feelings someone might have when they lose something important to them;
6. Understand that these feelings are normal and a way of dealing with the situation.
7. Define and demonstrate cooperation and collaboration;
8. Identify the different skills that people can bring to a group task;
9. Demonstrate how working together in a collaborative manner can help everyone to achieve success.
10. Identify people who they have a special relationship with;
11. Suggest strategies for maintaining a positive relationship with their special people.
12. Rehearse and demonstrate simple strategies for resolving given conflict situations.
13. Explain what a dare is;
14. Understand that no-one has the right to force them to do a dare;

15. Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.
16. Express opinions and listen to those of others;
17. Consider others' points of view;
18. Practise explaining the thinking behind their ideas and opinions.
19. Identify qualities of friendship;
20. Suggest reasons why friends sometimes fall out;
21. Recognise that there are many different types of family;
22. Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'
23. Define the term 'community';
24. Identify the different communities that they belong to;
25. Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.
26. Reflect on listening skills;
27. Give examples of respectful language;
28. Give examples of how to challenge another's viewpoint, respectfully.
29. Explain that people living in the UK have different origins;
30. Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds;
31. Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.
32. Recognise the factors that make people similar to and different from each other;
33. Recognise that repeated name calling is a form of bullying;
34. Suggest strategies for dealing with name calling (including talking to a trusted adult).
35. Understand and explain some of the reasons why different people are bullied;
36. Explore why people have prejudiced views and understand what this is.
37. Zeb
38. Identify situations which are safe or unsafe;
39. Identify people who can help if a situation is unsafe;
40. Define the words danger and risk and explain the difference between the two;
41. Demonstrate strategies for dealing with a risky situation.
42. Identify some key risks from and effects of cigarettes and alcohol;
43. Know that most people choose not to smoke cigarettes; (Social Norms message)
44. Define the word 'drug' and understand that nicotine and alcohol are both drugs.
45. Alcohol and cigarettes: the facts
46. Identify risk factors in given situations;
47. Suggest ways of reducing or managing those risks.
48. Evaluate the validity of statements relating to online safety;
49. Recognise potential risks associated with browsing online;
50. Give examples of strategies for safe browsing online.
51. Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens;
52. Recognise and describe appropriate behaviour online as well as offline;
53. Identify what constitutes personal information and when it is not appropriate or safe to share this;
54. Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.
55. Demonstrate strategies for assessing risks;
56. Understand and explain decision-making skills;

57. Understand where to get help from when making decisions.
58. Understand that medicines are drugs and suggest ways that they can be helpful or harmful.
59. Define what a volunteer is;
60. Identify people who are volunteers in the school community;
61. Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.
62. Identify key people who are responsible for them to stay safe and healthy;
63. Suggest ways they can help these people.
64. Helping each other to stay safe
65. Understand the difference between 'fact' and 'opinion';
66. Understand how an event can be perceived from different viewpoints;
67. Plan, draft and publish a recount using the appropriate language.
68. Define what is meant by the environment;
69. Evaluate and explain different methods of looking after the school environment;
70. Devise methods of promoting their priority method.
71. Understand the term 'income', 'saving' and 'spending';
72. Recognise that there are times we can buy items we want and times when we need to save for items;
73. Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)
74. Explain that people earn their income through their jobs;
75. Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)
76. Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body;
77. Explain what is meant by the term 'balanced diet';
78. Give examples what foods might make up a healthy balanced meal.
79. Explain how some infectious illnesses are spread from one person to another;
80. Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses;
81. Suggest medical and non-medical ways of treating an illness.
82. Develop skills in discussion and debating an issue;
83. Demonstrate their understanding of health and wellbeing issues that are relevant to them;
84. Empathise with different view-points;
85. Make recommendations, based on their research.
86. Identify their achievements and areas of development;
87. Recognise that people may say kind things to help us feel good about ourselves;
88. Explain why some groups of people are not represented as much on television/in the media.
89. Demonstrate how working together in a collaborative manner can help everyone to achieve success;
90. Understand and explain how the brain sends and receives messages through the nerves.
91. Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain);
92. Describe how food, water and air get into the body and blood.
93. Explain some of the different talents and skills that people have and how skills are developed;
94. Recognise their own skills and those of other children in the class.
95. Identify different types of relationships;
96. Recognise who they have positive healthy relationships with.
97. Understand what is meant by the term body space (or personal space);

98. Identify when it is appropriate or inappropriate to allow someone into their body space;
99. Rehearse strategies for when someone is inappropriately in their body space.
100. Define the term 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;
101. Recognise how different surprises and secrets might make them feel;
102. Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
103. Secret or surprise?
104. Explain whose responsibility it is to look after the local environment;
105. Plan and carry out an event which will benefit the local environment.

Year 4

Children will be able to:

1. Describe 'good' and 'not so good' feelings and how feelings can affect our physical state;
2. Explain how different words can express the intensity of feelings.
3. Explain what we mean by a 'positive, healthy relationship';
4. Describe some of the qualities that they admire in others.
5. Recognise that there are times when they might need to say 'no' to a friend;
6. Describe appropriate assertive strategies for saying 'no' to a friend.
7. Demonstrate strategies for working on a collaborative task;
8. Define successful qualities of teamwork and collaboration.
9. Identify a wide range of feelings;
10. Recognise that different people can have different feelings in the same situation;
11. Explain how feelings can be linked to physical state.
12. Demonstrate a range of feelings through their facial expressions and body language;
13. Recognise that their feelings might change towards someone or something once they have further information.
14. Give examples of strategies to respond to being bullied, including what people can do and say;
15. Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.
16. Define the term 'negotiation' and 'compromise';
17. Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.
18. Understand that they have the right to protect their personal body space;
19. Recognise how others' non-verbal signals indicate how they feel when people are close to their body space;
20. Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.
21. Islands
22. Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);
23. Give examples of features of these different types of relationships, including how they influence what is shared.
24. List some of the ways that people are different to each other (including differences of race, gender, religion);
25. Recognise potential consequences of aggressive behaviour;
26. Suggest strategies for dealing with someone who is behaving aggressively.
27. List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals);
28. Define the word respect and demonstrate ways of showing respect to others' differences.

29. Understand and identify stereotypes, including those promoted in the media.
30. Define the term 'danger', 'risk' and 'hazard' and explain the difference between them;
31. Identify situations which are either dangerous, risky or hazardous;
32. Suggest simple strategies for managing risk.
33. Identify images that are safe/unsafe to share online;
34. Know and explain strategies for safe online sharing;
35. Understand and explain the implications of sharing images online without consent.
36. Define what is meant by the word 'dare';
37. Identify from given scenarios which are dares and which are not;
38. Understand that medicines are drugs;
39. Explain safety issues for medicine use;
40. Suggest alternatives to taking a medicine when unwell;
41. Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).
42. Understand some of the key risks and effects of smoking and drinking alcohol;
43. Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).
44. Describe stages of identifying and managing risk;
45. Suggest people they can ask for help in managing risk.
46. Understand that we can be influenced both positively and negatively;
47. Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.
48. Explain how different people in the school and local community help them stay healthy and safe;
49. Define what is meant by 'being responsible';
50. Describe the various responsibilities of those who help them stay healthy and safe;
51. Suggest ways they can help the people who keep them healthy and safe.
52. Understand that humans have rights and also responsibilities;
53. Identify some rights and also responsibilities that come with these.
54. Understand the reason we have rules;
55. Suggest and engage with ways that they can contribute to the decision making process in school (e.g. through pupil voice/school council);
56. Recognise that everyone can make a difference within a democratic process.
57. Define the word influence;
58. Recognise that reports in the media can influence the way they think about a topic;
59. Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.
60. Explain the role of the bystander and how it can influence bullying or other anti-social behaviour;
61. Recognise that they can play a role in influencing outcomes of situations by their actions.
62. Understand some of the ways that various national and international environmental organisations work to help take care of the environment;
63. Understand and explain the value of this work.
64. Define the terms 'income' and 'expenditure';
65. List some of the items and services of expenditure in the school and in the home;
66. Prioritise items of expenditure in the home from most essential to least essential.
67. Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT';
68. Understand how a payslip is laid out showing both pay and deductions;
69. Prioritise public services from most essential to least essential.
70. Identify ways in which everyone is unique;
71. Appreciate their own uniqueness;

72. Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.
73. Give examples of choices they make for themselves and choices others make for them;
74. Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.
75. Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health;
76. Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate).
77. Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs);
78. Suggest ways the Seven Rs recycling methods can be applied to different scenarios.
79. Define what is meant by the word 'community';
80. Suggest ways in which different people support the school community;
81. Identify qualities and attributes of people who support the school community.
82. Describe some of the changes that happen to people during their lives;
83. Explain how the Learning Line can be used as a tool to help them manage change more easily;
84. Suggest people who may be able to help them deal with change.
85. Name some positive and negative feelings;
86. Understand how the onset of puberty can have emotional as well as physical impact
87. Suggest reasons why young people sometimes fall out with their parents;
88. Take part in a role play practising how to compromise.
89. Identify parts of the body that males and females have in common and those that are different;
90. Know the correct terminology for their genitalia.
91. Understand and explain why puberty happens.
92. Recognise that babies come from the joining of an egg and sperm;
93. Explain what happens when an egg doesn't meet a sperm;
94. Understand that for girls, periods are a normal part of puberty.
95. Know the key facts of the menstrual cycle;
96. Understand that periods are a normal part of puberty for girls;
97. Identify some of the ways to cope better with periods.
98. Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;
99. Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
100. Understand that marriage is a commitment to be entered into freely and not against someone's will;
101. Recognise that marriage includes same sex and opposite sex partners;
102. Know the legal age for marriage in England or Scotland;
103. Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.
104. Use the Five Ways to Wellbeing theory to suggest some of the reasons why people volunteer.

Year 5

Children will be able to:

1. Explain what collaboration means;
2. Give examples of how they have worked collaboratively;
3. Describe the attributes needed to work collaboratively.
4. Explain what is meant by the terms negotiation and compromise;
5. Describe strategies for resolving difficult issues or situations.

6. Demonstrate how to respond to a wide range of feelings in others;
7. Reflect on their own friendship qualities.
8. How good a friend are you?
9. Identify what things make a relationship unhealthy;
10. Identify who they could talk to if they needed help.
11. Identify characteristics of passive, aggressive and assertive behaviours;
12. Understand and rehearse assertiveness skills.
13. Recognise basic emotional needs, understand that they change according to circumstance;
14. Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.
15. Understand that online communication can be misinterpreted;
16. Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.
17. Define some key qualities of friendship;
18. Describe ways of making a friendship last;
19. Explain why friendships sometimes end.
20. Qualities of friendship
21. Rehearse active listening skills:
22. Demonstrate respectfulness in responding to others;
23. Respond appropriately to others.
24. Develop an understanding of discrimination and its injustice, and describe this using examples;
25. Empathise with people who have been, and currently are, subjected to injustice, including through racism;
26. Consider how discriminatory behaviour can be challenged.
27. Identify and describe the different groups that make up their school/wider community/other parts of the UK;
28. Describe the benefits of living in a diverse society;
29. Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.
30. Understand that the information we see online, either text or images, is not always true or accurate;
31. Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them;
32. Understand and explain the difference between sex, gender identity, gender expression and sexual orientation.
33. Identify the consequences of positive and negative behaviour on themselves and others;
34. Give examples of how individual/group actions can impact on others in a positive or negative way.
35. Explain what a habit is, giving examples;
36. Describe why and how a habit can be hard to change.
37. Recognise that there are positive and negative risks;
38. Explain how to weigh up risk factors when making a decision;
39. Describe some of the possible outcomes of taking a risk.
40. Demonstrate strategies to deal with both face-to-face and online bullying;
41. Demonstrate strategies and skills for supporting others who are bullied;
42. Recognise and describe the difference between online and face-to-face bullying.
43. Recognise which situations are risky;
44. Explore and share their views about decision making; when faced with a risky situation;
45. Suggest what someone should do when faced with a risky situation.

46. Define what is meant by a dare;
47. Explain why someone might give a dare;
48. Suggest ways of standing up to someone who gives a dare.
49. Reflect on what information they share offline and online;
50. Recognise that people aren't always who they say they are online;
51. Know how to protect personal information online.
52. Understand some of the complexities of categorising drugs;
53. Know that all medicines are drugs but not all drugs are medicines;
54. Understand ways in which medicines can be helpful or harmful and used safely or unsafely.
55. Understand the actual norms around smoking and the reasons for common misperceptions about these.
56. Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks;
57. Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.
58. Identify, write and discuss issues currently in the media concerning health and wellbeing;
59. Express their opinions on an issue concerning health and wellbeing;
60. Make recommendations on an issue concerning health and wellbeing.
61. Understand the difference between a fact and an opinion;
62. Understand what biased reporting is and the need to think critically about things we read.
63. Define the differences between responsibilities, rights and duties;
64. Discuss what can make them difficult to follow;
65. Identify the impact on individuals and the wider community if responsibilities are not carried out.
66. Explain what we mean by the terms voluntary, community and pressure (action) group;
67. Give examples of voluntary groups, the kind of work they do and its value.
68. State the costs involved in producing and selling an item;
69. Suggest questions a consumer should ask before buying a product.
70. Define the terms loan, credit, debt and interest;
71. Suggest advice for a range of situations involving personal finance.
72. Explain some of the areas that local councils have responsibility for;
73. Understand that local councillors are elected to represent their local community.
74. Know two harmful effects each of smoking/drinking alcohol.
75. Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health.
76. Understand the actual norms around smoking and the reasons for common misperceptions of these.
77. Know the basic functions of the four systems covered and know they are inter-related.
78. Explain the function of at least one internal organ.
79. Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.
80. Identify their own strengths and talents;
81. Identify areas that need improvement and describe strategies for achieving those improvements.
82. State what is meant by community;
83. Explain what being part of a school community means to them;
84. Suggest ways of improving the school community.
85. Identify people who are responsible for helping them stay healthy and safe;
86. Identify ways that they can help these people.

87. Independence and responsibility
88. Describe 'star' qualities of celebrities as portrayed by the media;
89. Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life;
90. Describe 'star' qualities that 'ordinary' people have.
91. Use a range of words and phrases to describe the intensity of different feelings
92. Distinguish between good and not so good feelings, using appropriate vocabulary to describe these;
93. Explain strategies they can use to build resilience.
94. Identify people who can be trusted;
95. Understand what kinds of touch are acceptable or unacceptable;
96. Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.
97. Explain how someone might feel when they are separated from someone or something they like;
98. Suggest ways to help someone who is separated from someone or something they like.
99. **Know the correct words for the external sexual organs;**
100. **Discuss some of the myths associated with puberty.**
101. **Identify some products that they may need during puberty and why;**
102. **Know what menstruation is and why it happens.**
103. Recognise how our body feels when we're relaxed;
104. List some of the ways our body feels when it is nervous or sad;
105. Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.
106. Identify the consequences of positive and negative behaviour on themselves and others;
107. Give examples of how individual/group actions can impact on others in a positive or negative way.
108. Explain the difference between a safe and an unsafe secret;
109. Identify situations where someone might need to break a confidence in order to keep someone safe.
110. Recognise that some people can get bullied because of the way they express their gender;
111. Give examples of how bullying behaviours can be stopped.

Year 6

Children will be able to:

1. Demonstrate a collaborative approach to a task;
2. Describe and implement the skills needed to do this.
3. Explain what is meant by the terms 'negotiation' and 'compromise';
4. Suggest positive strategies for negotiating and compromising within a collaborative task;
5. Demonstrate positive strategies for negotiating and compromising within a collaborative task.
6. Recognise some of the challenges that arise from friendships;
7. Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.
8. List some assertive behaviours;
9. Recognise peer influence and pressure;
10. Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.
11. Recognise and empathise with patterns of behaviour in peer-group dynamics;
12. Recognise basic emotional needs and understand that they change according to circumstance;

13. Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.
14. Describe the consequences of reacting to others in a positive or negative way;
15. Suggest ways that people can respond more positively to others.
16. Describe ways in which people show their commitment to each other;
17. Know the ages at which a person can marry, depending on whether their parents agree;
18. Understand that everyone has the right to be free to choose who and whether to marry.
19. Recognise that some types of physical contact can produce strong negative feelings;
20. Know that some inappropriate touch is also illegal.
21. Identify strategies for keeping personal information safe online;
22. Describe safe and respectful behaviours when using communication technology.
23. Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences;
24. Suggest strategies for dealing with bullying, as a bystander;
25. Describe positive attributes of their peers.
26. Know that all people are unique but that we have far more in common with each other than what is different about us;
27. Consider how a bystander can respond to someone being rude, offensive or bullying someone else;
28. Demonstrate ways of offering support to someone who has been bullied .
29. Demonstrate ways of showing respect to others, using verbal and non-verbal communication.
30. Understand and explain the term prejudice;
31. Identify and describe the different groups that make up their school/wider community/other parts of the UK;
32. Describe the benefits of living in a diverse society;
33. Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.
34. Explain the difference between a friend and an acquaintance;
35. Describe qualities of a strong, positive friendship;
36. Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).
37. Define what is meant by the term stereotype;
38. Recognise how the media can sometimes reinforce gender stereotypes;
39. Recognise that people fall into a wide range of what is seen as normal;
40. Challenge stereotypical gender portrayals of people.
41. Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face;
42. Understand and describe the ease with which something posted online can spread.
43. Identify strategies for keeping personal information safe online;
44. Describe safe behaviours when using communication technology.
45. Know that it is illegal to create and share sexual images of children under 18 years old;
46. Explore the risks of sharing photos and films of themselves with other people directly or online;
47. Know how to keep their information private online.
48. Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour;
49. Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.
50. Explain how drugs can be categorised into different groups depending on their medical and legal context;
51. Demonstrate an understanding that drugs can have both medical and non-medical uses;

52. Explain in simple terms some of the laws that control drugs in this country.
53. Understand some of the basic laws in relation to drugs;
54. Explain why there are laws relating to drugs in this country.
55. Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these;
56. Describe some of the effects and risks of drinking alcohol.
57. Understand that all humans have basic emotional needs and explain some of the ways these needs can be met;
58. Explain how these emotional needs impact on people's behaviour;
59. Suggest positive ways that people can get their emotional need met.
60. Understand and give examples of conflicting emotions;
61. Understand and reflect on how independence and responsibility go together.
62. Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them;
63. Describe the language and techniques that make up a biased report;
64. Analyse a report also extract the facts from it.
65. Know the legal age (and reason behind these) for having a social media account;
66. Understand why people don't tell the truth and often post only the good bits about themselves, online;
67. Recognise that people's lives are much more balanced in real life, with positives and negatives.
68. Explain some benefits of saving money;
69. Describe the different ways money can be saved, outlining the pros and cons of each method;
70. Describe the costs that go into producing an item;
71. Suggest sale prices for a variety of items, taking into account a range of factors;
72. Explain what is meant by the term interest.
73. Recognise and explain that different jobs have different levels of pay and the factors that influence this;
74. Explain the different types of tax (income tax and VAT) which help to fund public services;
75. Evaluate the different public services and compare their value.
76. Explain what we mean by the terms voluntary, community and pressure (action) group;
77. Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group.
78. Explain what is meant by living in an environmentally sustainable way;
79. Suggest actions that could be taken to live in a more environmentally sustainable way.
80. Explain what the five ways to wellbeing are;
81. Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.
82. Identify aspirational goals;
83. Describe the actions needed to set and achieve these.
84. Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.
85. Identify risk factors in a given situation (involving alcohol);
86. Understand and explain the outcomes of risk-taking in a given situation, including emotional risks;
87. Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.
88. Recognise what risk is;
89. Explain how a risk can be reduced;
90. Understand risks related to growing up and explain the need to be aware of these;

91. Assess a risk to help keep themselves safe.
92. Recognise some of the changes they have experienced and their emotional responses to those changes;
93. Suggest positive strategies for dealing with change;
94. Identify people who can support someone who is dealing with a challenging time of change.
95. Understand that fame can be short-lived;
96. Recognise that photos can be changed to match society's view of perfect;
97. Identify qualities that people have, as well as their looks.
98. Define what is meant by the term stereotype;
99. Recognise how the media can sometimes reinforce gender stereotypes;
100. Recognise that people fall into a wide range of what is seen as normal;
101. Challenge stereotypical gender portrayals of people.
102. Understand the risks of sharing images online and how these are hard to control, once shared;
103. Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;
104. Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.
105. Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;
106. Suggest strategies that would help someone who felt challenged by the changes in puberty;
107. Understand what FGM is and that it is an illegal practice in this country;
108. Know where someone could get support if they were concerned about their own or another person's safety.
109. Explain the difference between a safe and an unsafe secret;
110. Identify situations where someone might need to break a confidence in order to keep someone safe.
111. Identify the changes that happen through puberty to allow sexual reproduction to occur;
112. Know the legal age of consent and what it means.
113. Explain how HIV affects the body's immune system and that other infections can be transmitted through sexual intercourse;
114. Understand that HIV is difficult to transmit;
115. Know how a person can protect them self from HIV and other infections that can be transmitted through sexual intercourse.
116. Determine some of the characteristics of Thomas Coram through studying his portrait;
117. Know some of the conditions of life of children in poverty in the 18th Century and relate these to their rights.
118. Demonstrate their understanding of the aims of Thomas Coram and his proposed Foundling
119. Understand the role of artists and musicians in raising both the profile and funds for the Coram Foundling Hospital;
120. Have the skills to design, run and evaluate a fundraising project of their own choosing.
121. Consider and analyse images of paintings from the Foundling Museum to understand some of the aspects of life in the Foundling Hospital;
122. Use audio and photograph sources to understand some of the aspects of life in the Foundling
123. Demonstrate their understanding of life in the Foundling Hospital by writing a fictional diary entry.
124. Demonstrate an understanding of the work of the Thomas Coram Foundation (Coram) in the present day;

125. Determine ways in which Coram's work continues to uphold children's rights;
126. Demonstrate their knowledge and understanding of aspects of the work of his foundation from the 18th century through to the present day through writing a fictional letter to Thomas Coram. Appendix B National Curriculum for Science, Key Stages 1 and 2.

Appendix 2: Parent form

Withdrawal from sex education elements within the RSE curriculum (withdrawal from relationships education is not permitted)

We hope that parents and carers will be confident of the care and consideration that has gone into the RSE developed in our school and will therefore support our program, but invite anyone who wishes to exercise the right to withdraw to make an appointment to come in to discuss it further, when we can explore any concerns that you have

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	

Appendix 3 Managing Difficult Questions

- Primary-aged children may often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education.
- Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.
- We answer questions within the context of being respectful, open, confidential and kind.
- Before and/or during sex education lessons, some classes may use a question box or 'ask it' basket, so that children can ask questions that may be too shy to ask in front of others. Children may wish to do this with/without giving their names.
- When children ask questions staff will ensure that they are:
 - Listened to
 - Reassured that they and their question are valuable.
 - Responded to in an age and developmentally appropriate way.
 - Encouraged to talk about what they are learning with their parents/carers.
- If children ask factual questions to which the answers are not known by the member of staff, then staff will be honest, find out the answer and tell the child; if it falls within the remit of our curriculum.
- If children ask about whether adults enjoy sexual practices which are not covered in our sex education policy then staff will tell children that, as with many things in life, adults may enjoy different sexual practices, but they will not go into detail. Instead, staff will redirect to the curriculum being studied.
- If children raise questions or comments which prompt safeguarding concerns the school's safeguarding policy will be followed.
- If children raise questions outside of the content of our sex education curriculum, then it is likely that staff may suggest that children talk about the matter with a parent or carer and/or reassure children that they will also receive sex education at secondary school and so, as with other subjects, some parts of the curriculum are better dealt with when they are older.

Appendix 4 Puberty: Glossary of terms

A

Acne – Spots or blemishes brought on by hormonal changes. Can usually be treated with creams, facial washes and ointment.

Anus – The small opening at the end of the rectum or bottom, where poo comes out.

B

Balls – see testicles.

Bra – Underwear to support the breasts.

Breasts – These develop and grow during puberty. Sometimes one can grow bigger than the other. Breasts come in all shapes and sizes, and can be round or flat, soft or firm. Breasts produce milk after childbirth, to feed a baby.

C

Cervix – The plug at the end of the vaginal passage and the start (neck) of the uterus.

Chromosomes – In humans the sex chromosomes comprise one pair of the total of 23 pairs of chromosomes that provide all the information that make up a human. Individuals having two X chromosomes (XX) are female; individuals having one X chromosome and one Y chromosome (XY) are male. A man's sperm contains 22 chromosomes as well as either an X- or a Y-chromosome. A woman's egg contains 22 chromosomes plus an X-chromosome. The sperm that fertilises the egg determines the baby's sex. If the sperm carries an X-chromosome the baby will be XX and will become a girl. If the sperm carries a Y-chromosome the baby will be XY, a boy.

Clitoris – Small, soft pea shaped bud which lies above the urinary opening. Very sensitive part of the female body and when touched or rubbed can give sexual pleasure and orgasm.

D

Deodorant – Can help mask or prevent body odour but does not make up for daily washing, and changing and washing clothes often.

Discharge – it is normal for girls to have a slight clear or milky discharge from the vagina. This keeps the vagina healthy and can vary from day to day. Discharge can increase at ovulation (to help sperm swim up the vagina) and also during sexual arousal (to ease penetration) a thick, smelly discharge can be a sign of an infection and should be checked.

E

Ejaculation – Muscles in the base of the penis cause contractions, forcing semen to spurt out of the end of the penis. The muscle in the penis can contract between 3-15 times, ejaculating about a teaspoon of semen containing up to 300 million sperm!

Erection – An aroused, stiff/hard penis. Also known as 'having a hard on' or 'stiffie'

Emotions – Feelings we experience such as anger, joy, sorrow, loneliness, jealousy, happiness. Our feelings can change during puberty, with the release of new hormones and changes happening to our bodies and in our relations. It is normal to feel more angry and moody at times, but if we feel too bad we should seek help.

F

Fallopian tubes – 2 tubes which the ova (eggs) travel along to reach the uterus (womb).

Female Genital Mutilation – A procedure where the female genitals are deliberately cut, injured or changed, but where there's no medical reason for this to be done. It is done for cultural reasons, not religious and is illegal in the UK.

Foreskin – A sleeve of skin which covers the head of the penis. With an erection, the foreskin stretches, exposing the head of the penis. Sometimes foreskins can be too tight, causing painful erections but this can be sorted out. Some people have them removed for religious, health or cultural reasons.

Friends – People we are close to or feel comfortable with and enjoy spending time with.

G

Growth – Bodies grow a lot during puberty and we have a lot of adapting to do. Areas that develop include: chests, breasts, hips and sexual organs.

Genitals – Name given to all the external sexual organs

H

Hair – Body hair appears around the genitals first (pubic hair) and then grows under the arms and on the legs. Young men also grow hair on their chest and face.

Hygiene – Changes to a young person's hormones and sweat glands, produce new body odours and sweat, which can be smelly. The best way to keep clean is to wash under arms and around the hair and genital area with soap and water regularly (ideally at least once a day) and to change pants and socks every day.

Hormone – chemical substances in the body that give messages to different parts of the body to start changing/developing during puberty.

I

Inner Lips – The smaller lips that surround the entrance to the vagina and urethra (wee hole), just inside the outer lips (also known as labia).

IVF – where specialist doctors fertilise the egg of the woman with the sperm of the man, but outside of the body. The fertilised egg creates an embryo which is then put back inside the woman so she becomes pregnant and grows the baby inside her uterus/womb.

M

Masturbation – Rubbing, stroking or touching one's own penis, clitoris and vagina for pleasure, (because it feels good). It's not bad for a person or harmful. It can help a person to learn about their body and what gives it pleasure. Also known as 'wanking'.

Menstruation – Another word for periods. Also known as 'time of the month', 'coming on'. A loss of blood (usually monthly) as the unused ovum (egg) comes out of the vaginal opening along with the lining of the uterus. Girls who start menstruating can become pregnant, if having unprotected sexual intercourse.

O

Oestrogen/progesterone – The female sex hormones. During puberty, oestrogen stimulates breast development and causes the vagina, uterus (womb) and Fallopian tubes (that carry eggs to the womb) to mature. Progesterone plays a part in regulating a girl's menstrual cycle.

Orgasm – The peak, most pleasurable or most intense part of sexual pleasure. Can happen through masturbation or penetrative sex. Also known as 'coming' or climax'.

Outer Lips - Outer lips of the vulva, which cover the sexual parts of a woman's or girl's body including her clitoris, urethra and the entrance to the vagina (also known as labia).

Ova – plural of ovum (eggs)

Ovary – where the ova (eggs) are kept. There are usually two.

Ovum – the egg from a female that could potentially become a baby if it meets with a sperm.

P

Period(s) – See menstruation

Puberty – Emotional and physical changes that happen in early adolescence, as the body begins to mature sexually and develop.

Penis – Also known as 'willy'. 'cock' or 'dick', this is the shaft shaped reproductive organ that hangs outside the male body. When rubbed or stroked, the penis can become hard and sexually aroused, and ejaculation and orgasm can happen.

Progesterone – One of the female sex hormones that plays a part in regulating a girl's menstrual cycle.

Prostate Gland – The muscles of the prostate gland help propel semen into the urethra during ejaculation.

Pubic hair – Hair which starts to grow around the genitals during puberty.

R

Relationships – Intimate and close friendships or emotional attachments. These can take on more importance as we reach puberty. Can be of a sexual nature.

S

Sanitary towels – made up of pads of cotton wool that a girl or woman presses onto the inside of a pair of knickers to catch the blood during a period to protect her clothes.

Semen – Contains sperm, the male reproductive agent, produced in their millions every day from puberty, in the testicles.

Sexual awakening – Starts during puberty, as girls' clitoris, labia and breasts and boys' penis and testicles develop.

Sexual Intercourse – Sexual contact between individuals involving penetration, especially the insertion of a man's erect penis into a woman's vagina, typically culminating in orgasm and the ejaculation of semen. If it occurs when the woman is ovulating (releasing an egg), it can lead to conception, where the sperm fertilises the egg.

Sexual Reproduction – Occurs when a male sex cell (sperm) and the female sex cell (egg) join. This fusion of sex cells is called fertilisation. Sexual reproduction allows some of the genetic information from each parent to mix, producing offspring that resemble their parents, but are not identical to them. In this way, sexual reproduction leads to variety in the offspring. In humans this process may happen through sexual intercourse or IVF.

Scrotum – Sack or pouch which hold testicles. During puberty the scrotum becomes baggy, helping the testicles to hang away from the body. This helps to keep the temperature down, which allows sperm to be produced.

Smegma – A creamy substance which builds up under the foreskin. It is normal but can be smelly if left unwashed. To wash under the foreskin, pull it back gently and gradually and wash around the head of the penis with soapy water.

Sperm duct – Also known as 'Vas Deferens'. The job of these tubes is to carry sperm to the urethra before ejaculation.

Spots – See Acne.

Sweat – During puberty new sweat glands start to work, producing a distinct body odour. Washing every day with soap and water and changing clothes regularly becomes important.

T

Tampon – a compressed pad of cotton wool created into a plug that can be inserted into the body in the vaginal passage by the girl or woman to soak up the period blood before it leaves the body in order to protect her clothes and to allow her to go swimming during her period, if she chooses.

Testicles – Also known as 'balls', these are held in the scrotum (sack/ball bag) found below the penis, which produce millions of sperm every day.

Testosterone – The male sex hormone. During puberty, rising levels of testosterone encourage the growth of the testicles, penis, and pubic hair. The voice begins to deepen, and muscles and body hair grow. Along with these changes comes growing sexual desire.

U

Urethra – The tube which runs from the bladder through the penis. It carries sperm to the penis and urine (wee) from the bladder to the penis.

Urinary opening – Opening of the urethra, a separate opening from the vagina (lying above it), where urine (wee) comes out.

Uterus – A fertilised egg (one that has joined a sperm) embeds itself into the lining of the uterus and grows into a baby. If this doesn't happen the lining of the uterus comes away as part of a period and renews itself for the next month.

V

Vagina – The opening of the reproductive part of the girl's body (the passage which leads to the womb). This is also the passage through which the penis enters during sexual intercourse.

Voice – For boys, puberty brings changes to the voice box. Voices 'drop' and become deeper. This happens as the larynx (voice box) grows and this makes voices deeper. Voice sometimes comes out as a squeak when the muscles of the larynx go out of control for a moment.

Vulva – Vulva refers to the external parts of the girl's genitals which you can see. This includes the clitoris, two sets of lips- the inner and the outer (also known as labia) and the entrance to the vagina.

W

Wet dreams – Having an orgasm, ejaculating while you are asleep. This is normal for boys during puberty and is a sign of sexual awakening. Sometimes boys will notice a wet stain in their pyjamas or on their sheets.

Womb – (See uterus)

Appendix 5 – Science and Sex Education

Under the school Curriculum, the basics of Sex Education fall within the science curriculum. The statutory content requires maintained schools to teach children about human development, including puberty, and reproduction.

IN addition to the below, please refer to Appendix 1.

In Key Stage 1, pupils will:

Be introduced to the process of reproduction and growth in animals. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs.

Key Stage 2, pupils will:

Be taught about different types of reproduction, including sexual and asexual reproduction in plants and sexual reproduction in animals. Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Please see the DfE Science Programme of Study below which includes specific content for each year group.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425618/PRIMARY_national_curriculum_-_Science.pdf