RELATIONSHIP AND SEX EDUCATION POLICY

Legal Status:
- Regulatory Requirements, Part 1 Quality of Education Provided (curriculum) (teaching) of the Education (Independent School Standards) (England) Regulations 2010
- DfE Relationship Education, Relationships and Sex Education and Health Education statutory guidance 2020

- **Applies to:**
- Whole School including EYFS

To be read with:
- Curriculum Policy
- Differentiation Policy
- Special Educational Needs Policy
- Safeguarding and Child Protection Policy and Procedures
- Independent School Standards
- Appendix 1 – Curriculum Map
- Appendix 2 – By the end of primary school, students should know
- Appendix 3 – Parent form: withdrawal from sex education
- Appendix 4 – DfE RSE Statutory Guidance Suggested Resources

Available from:
- School office

Monitoring and Review:
- The Principal is responsible for monitoring the implementation of this policy and addresses this policy on a regular basis via meetings with the Deputy Head.
- The Principal regularly inspects samples of pupils' work and observes the policy being implemented in the classroom.
- To be continuously monitored and reviewed by no later than two years from the date shown below.

Signed: Date: April 2024

Emma Gowers

Emma Gowers
Principal

Contents

1   Introduction and aims

The purpose of this policy is to ensure that our Relationships and Sex Education (RSE) and Health Education supports our school ethos and fulfils our school aims.

1.1   This policy applies to all students.

1.2   This policy forms part of the curriculum.

1.3   We see the curriculum as, 'The total learning experience for our students, which includes not only the taught lessons but also the routines, behaviours, events, activities and other opportunities that our students experience on a daily, weekly and yearly basis in order to ensure that all of them make the best progress possible and attain high standards'.

1.4   A well-structured and coherent curriculum is a fundamental element of education that underpins all successful schools, and includes Teaching, Learning and Assessment (see model below) and is underpinned by Wellbeing. The aims of RSE at our school is to provide a framework in which sensitive discussions can take place.

1.5   Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene.

1.6   Help students develop feelings of self-respect, confidence and empathy.

1.7   Create a positive culture around sexuality and relationships.

1.8   Teach students the correct vocabulary to describe themselves and their bodies.

1.9   Help students understand that healthy relationships are an important part of wellbeing.

2   Statutory requirements

Our policy follows the statutory guidance given by the government (DfE) and meets the requirements of the Independent School Standards. Aspects of RSE are infused within the day to day operation of our school; incorporated through the curriculum, both in content included in subject schemes of work and through other planned learning opportunities in the school. They are captured in our written aims and expressed in the ethos and behaviours of everyone.

2.1   As a Primary School, we must ensure that every registered student who is provided with primary education at the school is provided with relationships education, in accordance with section 34 of the Children and Social Work Act 2017 and the Independent School Standards.

2.2   At The Gower School, we teach RSE as set out in this policy.

3   Policy development

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

- Review – The Principal, Deputy Head Teacher and Senior Teachers reviewed all relevant information, including but not limited to, relevant national and local guidance.

- The policy was drafted in accordance with statutory guidance and aligned with the Independent School Regulations. The school curriculum plans were amended accordingly.

- Staff consultation – school staff were given the opportunity to review the policy and make recommendations.

- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the proposed policy and offer commentary.

- Ratification – once amendments were made, the policy was published.

- Policy review – this policy will be reviewed in April 2025.

4   Definition

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

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

4.3   RSE is not about the promotion of sexual activity, sexual orientation, or a specific sexual identity.

5   Curriculum

5.1   Our curriculum is set out in Appendix 1, but we may need to adapt this as and when necessary.

5.2   We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students.

5.3   Primary sex education will focus on:
- Preparing boys and girls for the changes that adolescence brings; and
- How a baby is conceived and born.

It will:
i.   consider the ages, aptitudes and needs of all pupils, including those pupils with SEND/ and an EHC plan;
ii.   not 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; and
iii. ensure that discriminatory, extremist opinions or behaviours are challenged as a matter of routine.

5.4   For more information about our curriculum, see Appendices 1 and 2 and our Curriculum Policy

6   Delivery of RSE

6.1   Our RSE is taught as part of our PSHEE curriculum. The PSHEE course is delivered to all students through discrete PSHEE lessons taught by our teachers. There is one lesson of taught PSHEE a week. Elements of the programme may be supported through the bringing in of additional expertise, such as outside speakers, trained health professionals, or the use of teachers with a particular interest or knowledge in a specific area. In addition to these discrete sessions, PSHEE is also embedded within the curriculum (e.g. social issues through the teaching of English Literature; Health through Biology and PE; Citizenship through History & RE). There are also centrally organised sessions which supplement the delivery in house.

6.2   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

6.3   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

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

7   Roles and responsibilities

Staff & Governance

7.1   PSHE Lead

The person with responsibility for the overview and yearly evaluation of this policy is the Deputy Head Teacher. However, all staff are responsible for ensuring this policy is implemented and acted on.

When evaluating the use and impact of this policy, our school leaders will evaluate the extent to which there is evidence of a curriculum which:
- Fulfils the aims of the school;

- Embeds aspiration, attributes and the expectation to achieve high standards and high rates of progress; and

- Provides engagement and excitement for learning.

7.2   The Headteacher

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

7.3   Governance

The Proprietor, who is the Principal, will hold the Deputy Head Teacher to account for the implementation of this policy.

The Proprietor will ensure that:
- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

7.4   Staff

Staff are responsible for:
- Delivering RSE in a sensitive way;
- Modelling positive attitudes to RSE;
- Monitoring progress;
- Responding to the needs of individual students; and
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE.

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

8   Students

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

8.1   Students with Special Educational Needs and Disabilities

Our curriculum is inclusive and our RSE and Health Education is accessible for all students. For those pupils with special educational needs or specific learning difficulties students are supported by the SENCO.

High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

As set out in the SEND code of practice, when teaching these subjects to those with SEND, The Gower School is mindful of preparing students for adulthood.

The Gower School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND.

Relationships Education and RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors will be taken into consideration in designing and teaching these subjects.

9   Parents' right to withdraw

9.1   If parents require more information on RSE for primary aged children, this is a useful information source of information for them:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907638/RSE_primary_schools_guide_for_parents.pdf

9.2   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/non-science components of sex education within RSE.

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

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

10   Monitoring arrangements

10.1   The delivery of RSE is monitored by the Deputy Head Teacher through work scrutiny, lesson observations and learning walks.

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

Appendix 1: Curriculum Map

	Autumn: Relationships			Spring: Living in the Wider World			Summer: Health and Wellbeing		
	Family and Friendships	**Safe Relationships**	**Respecting ourselves and others**	**Belonging to a Community**	**Media Literacy and Digital Resilience**	**Money and Work**	**Physical Health and Mental Wellbeing**	**Growing and Changing**	**Keeping Safe**
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and re-framing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Personal hygiene routines	Medicines and household products; drugs common to everyday life
Year 5	Managing friend-ships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies and first aid
Year 6	Attraction to others; romantic relation-ships; civil partner-ship and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty. Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

KEY STAGE 1-2

During key stages 1 and 2, PSHEE & RSE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

CORE THEME 1: HEALTH AND WELLBEING

KS1 Learning opportunities in Health and Wellbeing *Pupils learn…*	**KS2** Learning opportunities in Health and Wellbeing *Pupils learn…*
Healthy lifestyles (physical wellbeing)	
H1. about what keeping healthy means; different ways to keep healthy.	**H1.** how to make informed decisions about health.
H2. about foods that support good health and the risks of eating too much sugar.	**H2.** about the elements of a balanced, healthy lifestyle.
H3. about how physical activity helps us to stay healthy; and ways to be physically active every day.	**H3.** about choices that support a healthy lifestyle, and recognise what might influence these.
H4. about why sleep is important and different ways to rest and relax.	**H4.** how to recognise that habits can have both positive and negative effects on a healthy lifestyle.
H5. simple hygiene routines that can stop germs from spreading.	**H5.** about what good physical health means; how to recognise early signs of physical illness.
H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy.	**H6.** 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.
H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health.	**H7.** how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle.
H8. how to keep safe in the sun and protect skin from sun damage.	**H8.** 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 ability to learn.
H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV.	**H9.** 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.
H10. about the people who help us to stay physically healthy.	**H10.** how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed.
	H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking).

KS1 Learning opportunities in Health and Wellbeing *Pupils learn…*	**KS2** Learning opportunities in Health and Wellbeing *Pupils learn…*
	H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer.
	H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online.
	H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health.
Mental Health	
H11. about different feelings that humans can experience.	**H15.** that mental health, just like physical health, is part of daily life; the importance of taking care of mental health.
H12. how to recognise and name different reasons.	**H16.** 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.
H13. how feelings can affect people's bodies and how they behave.	**H17.** to recognise that feelings can change over time and range in intensity.
H14. how to recognise what others might be feeling.	**H18.** about everyday things that affect feelings and the importance of expressing feelings.
H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things.	**H19.** a varied vocabulary to use when talking about feelings; about how to express feelings in different ways.
H16. about ways of sharing feelings; a range of words to describe feelings.	**H20.** strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations.
H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep).	**H21.** to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others.
H18. 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.	**H22.** 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.
H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for.	**H23.** about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement.
H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better.	**H24.** problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.
Ourselves, Growing and Changing	
H21. to recognise what makes them special.	**H25.** about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes).
H22. to recognise the ways in which we are all unique.	**H26.** that for some people gender identity does not correspond with their biological sex.
H23. to identify what they are good at, what they like and dislike.	**H27.** to recognise their individuality and personal qualities.
H24. how to manage when finding things difficult.	**H28.** to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.
H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles).	**H29.** about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.

KS1 Learning opportunities in Health and Wellbeing *Pupils learn…*	**KS2** Learning opportunities in Health and Wellbeing *Pupils learn…*
H26. about growing and changing from young to old and how people's needs change.	**H30.** to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.
H27. about preparing to move to a new class/year group.	**H31.** 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).
	H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.
	H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for (Pupils are often aware that sexual intercourse does not always result in a baby and they may already be aware of or have heard about some common methods of contraception (e.g. condoms, the contraceptive pill or avoiding sexual intercourse). A basic understanding of contraception can be taught at primary level. This may include basic information about common forms of contraception (for example, condoms and the contraceptive pill) and how these can prevent a baby being made. Schools will need to decide whether this is appropriate for their community and cohorts and consider how to approach this as part of Sex Education.
	H34. about where to get more information, help and advice about growing and changing, especially about.
	H35. about the new opportunities and responsibilities that increasing independence may bring.
	H36. strategies to manage transitions between classes and key stages.
<td colspan="2" align="center">**Keeping Safe**</td>
H28. about rules and age restrictions that keep us safe.	**H37.** 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, games and online gaming.
H29. to recognise risk in simple everyday situations and what action to take to minimise harm.	**H38.** how to predict, assess and manage risk in different situations.
H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters).	**H39.** about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe.
H31. that household products (including medicines) can be harmful if not used correctly.	**H40.** about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully).
H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely.	**H41.** 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.

KS1 Learning opportunities in Health and Wellbeing *Pupils learn…*	**KS2** Learning opportunities in Health and Wellbeing *Pupils learn…*
H33. about the people whose job it is to help keep us safe.	**H42.** 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 and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.
H34. 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.	**H43.** about what is meant by first aid; basic techniques for dealing with common injuries (Common injuries might include bruises, scalds, burns, bleeds (cuts or nose bleeds). Schools might also choose to teach about how to manage asthma attacks, allergic reactions, a person who is choking or unresponsive. For head injuries, pupils should be taught to seek adult help immediately but not to attempt to move the person.
H35. about what to do if there is an accident and someone is scared.	**H44.** 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.
H36. how to get help in an emergency (how to dial 999 and what to say).	

CORE THEME 2: RELATIONSHIPS

KS1 Learning opportunities in Relationships *Pupils learn…*	**KS2** Learning opportunities in Relationships *Pupils learn…*
Family and Close Positive Relationships	
R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives.	**R1.** to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships).
R2. to identify the people who love and care for them and what they do to help them feel cared for.	**R2.** 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.
R3. about different types of families including those that may be different to their own.	**R3.** 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.
R4. to identify common features of family life.	**R4.** that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others.
R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried.	**R5.** that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart.
	R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another.

KS1 Learning opportunities in Relationships *Pupils learn…*	KS2 Learning opportunities in Relationships *Pupils learn…*
	R7. 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.
	R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.
	R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.
Friendships	
R6. about how people make friends and what makes a good friendship.	**R10.** about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.
R7. about how to recognise when they or someone else feels lonely and what to do.	**R11.** what constitutes a positive healthy friendship (e.g. 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.
R8. simple strategies to resolve arguments between friends positively.	**R12.** 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.
R9. how to ask for help if a friendship is making them feel unhappy.	**R13.** the importance of seeking support if feeling lonely or excluded.
	R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them.
	R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others.
	R16. how friendships can change over time, about making new friends and the benefits of having different types of friends.
	R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.
	R18. 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.
Managing Hurtful Behaviour and Bullying	
R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online.	**R19.** about the impact of bullying, including offline and online, and the consequences of hurtful behaviour.
R11. about how people may feel if they experience hurtful behaviour or bullying.	**R20.** strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.

KS1 Learning opportunities in Relationships *Pupils learn…*	**KS2** Learning opportunities in Relationships *Pupils learn…*
R12. 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.	**R21.** about discrimination: what it means and how to challenge it.
Safe Relationships	
R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.	**R22.** about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).
R14. that sometimes people may behave differently online, including by pretending to be someone they are not.	**R23.** 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.
R15. how to respond safely to adults they don't know.	**R24.** how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.
R16. about how to respond if physical contact makes them feel uncomfortable or unsafe.	**R25.** recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.
R17. about knowing there are situations when they should ask for permission and also when their permission should be sought.	**R26.** about seeking and giving permission (consent) in different situations.
R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually).	**R27.** about keeping something confidential or secret, when this should (e.g. 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.
R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe.	**R28.** how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.
R20. 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.	**R29.** where to get advice and report concerns if worried about their own or someone else's personal safety (including online).
Respecting Self and Others	
R21. about what is kind and unkind behaviour, and how this can affect others.	**R30.** that personal behaviour can affect other people; to recognise and model respectful behaviour online.
R22. about how to treat themselves and others with respect; how to be polite and courteous.	**R31.** 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.
R23. to recognise the ways in which they are the same and different to others.	**R32.** about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.
R24. how to listen to other people and play and work cooperatively.	**R33.** to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.
R25. how to talk about and share their opinions on things that matter to them.	**R34.** how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.

CORE THEME 3: LIVING IN THE WIDER WORLD

KS1 Learning opportunities in Living in the Wider World *Pupils learn…*	KS2 Learning opportunities in Living in the Wider World *Pupils learn…*
Shared Responsibilites	
L1. about what rules are, why they are needed, and why different rules are needed for different situations.	**L1.** to recognise reasons for rules and laws; consequences of not adhering to rules and laws.
L2. how people and other living things have different needs; about the responsibilities of caring for them.	**L2.** to recognise there are human rights, that are there to protect everyone.
L3. about things they can do to help look after their environment.	**L3.** about the relationship between rights and responsibilities.
	L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.
	L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)
Communities	
L4. about the different groups they belong to.	**L6.** about the different groups that make up their community; what living in a community means.
L5. about the different roles and responsibilities people have in their community.	**L7.** to value the different contributions that people and groups make to the community.
L6. to recognise the ways they are the same as, and different to, other people.	**L8.** about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.
	L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.
	L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.
Digital Literacy and Media Resilience	
L7. about how the internet and digital devices can be used safely to find things out and to communicate with others.	**L11.** recognise ways in which the internet and social media can be used both positively and negatively.
L8. about the role of the internet in everyday life.	**L12.** how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.

KS1 Learning opportunities in Living in the Wider World	**KS2** Learning opportunities in Living in the Wider World
Pupils learn…	*Pupils learn…*
L9. that not all information seen online is true.	**L13.** about some of the different ways information and data is shared and used online, including for commercial purposes.
	L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information.
	L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of information.
	L16. 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.
Economic Wellbeing: Money	
L10. what money is; forms that money comes in; that money comes from different sources.	**L17.** about the different ways to pay for things and the choices people have about this.
L11. that people make different choices about how to save and spend money.	**L18.** to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'.
L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want.	**L19.** that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity).
L13. that money needs to be looked after; different ways of doing this.	**L20.** to recognise that people make spending decisions based on priorities, needs and wants.
	L21. different ways to keep track of money.
	L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe.
	L23. 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.
	L24. to identify the ways that money can impact on people's feelings and emotions.
Economic Wellbeing: Aspirations, Work and Career	
L14. that everyone has different strengths.	**L25.** to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes.
L15. that jobs help people to earn money to pay for things.	**L26.** that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life.
L16. different jobs that people they know or people who work in the community do.	**L27.** about stereotypes in the workplace and that a person's career aspirations should not be limited by them.
L17. about some of the strengths and interests someone might need to do different jobs.	**L28.** about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and

KS1 Learning opportunities in Living in the Wider World	**KS2** Learning opportunities in Living in the Wider World
Pupils learn…	*Pupils learn…*
	qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs).
	L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid.
	L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.
	L31. to identify the kind of job that they might like to do when they are older.
	L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)

Appendix 2: By the end of primary school, students should know:

TOPIC	STUDENTS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults

TOPIC	STUDENTS SHOULD KNOW
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 3: Parent form: Withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

Appendix 4: DfE RSE Statutory Guidance Suggested Resources
Link to Annex B (page 46) in DfE Relationship Education, Relationships and Sex Education and Health
Education guidance – Suggested resources:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf