Relationships Sex and Health Education Policy (RSHE)



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1. Aims

The aims of relationships, sex and health education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture and promote healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017. We must also teach health education.

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

In teaching RSHE, we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Harestock we teach RSHE as set out in this policy.

3. Policy development

This Policy is intended to be used as an outline to the guiding principles by which the staff of this school will teach Relationships and Sex Education (RSE).

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

1. Review – The PSHE lead pulled together all relevant information including relevant national and local guidance and produced the policy with the SLT
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations to develop and refine the policy
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy to discuss and help to refine the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE provision through pupil conferencing
5. Ratification – once amendments were made, the policy was shared with governors and ratified
6. Access – access to the policy will be available via the school website

4. Definition

For the purpose of this policy:

Relationships and health education will:

- Teach the skills and knowledge that form the building blocks of all positive relationships
- Support children from the start of their education to grow into kind, caring adults who:
    - Have respect for others
    - Know how to keep themselves safe
    - Have emotional awareness
- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors

- Emphasise the relationship between physical health and mental wellbeing
- Aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health

5. Curriculum

Our RSHE curriculum is set out as per Appendices 1, 2 and 3, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online. Teaching will be developed to ensure the curriculum is accessible for pupils with SEND.

We will share all curriculum materials with parents and carers on request.

We deliver statutory and non-statutory RSE through our PSHE lessons, these objectives are taught through a comprehensive spiral curriculum. Our curriculum is divided into three core areas:

- Relationships
- Health and Wellbeing
- Living in the Wider World

6. Delivery of RSHE

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

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work

- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations
- "Over blocking" by the school's filtering and monitoring system doesn't lead to unreasonable restrictions as to what children can be taught

We deliver the curriculum as a spiral basis where each theme is addressed every two years to ensure a clear progression of learning (see our progression document Appendix 1).

The Early Learning Goals are addressed through Birth to 5 Matters.

The theme 'Growing and Changing' contains much of the learning outcomes within the sex education curriculum.

Should additional issues arise to meet specific needs of our pupils then parents will be consulted and informed of additional provision before its delivery.

In preparation for the delivery of these sex education lessons of a sensitive nature, teachers will:

- Prepare the children in advance by talking about the sort of things they will be doing.
- Make strict ground rules for the class or group to agree and adhere to.
- Send a letter to parents informing them of the content of the lessons.
- Invite parents to discuss any questions in person.
- Provide ways pupils can feel safe to ask questions e.g. a question box/ key person

Learning Environment for All lessons

Rules: Remind children of the class agreement or ground rules for discussion.

Expect: Anticipate sensitive issues and plan how you will respond in the event of a spontaneous disclosure, so you are prepared to protect children from revealing personal information to others, while not discouraging them from seeking support.

Procedures: Ensure that all children know what steps to follow to seek help and support if they feel uncomfortable or anxious during or after the lesson, within and outside of school.

Ask: Encourage children to ask any questions they may have, before, during or after the lesson, and provide a Question Box for children to submit questions anonymously if they prefer.

Respond: Always set aside time to explore any questions that are raised, either with the whole class, or separately if more appropriate.

Enable: Be aware of any individual circumstances that may mean that children need extra support to enable them to participate in this lesson.

Relationships education focuses on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe, including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

Health education will:

- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- Emphasise the relationship between physical health and mental wellbeing

Primary sex education taught in year 5 and/or year 6 will be taught in line with the National Curriculum for science, and focus on:

- The main external body parts
- The human body as it grows from birth to old age (including puberty)
- Reproduction in some plants and animals
- How a baby is conceived (in line with the factual curriculum of conception set out in the science curriculum)

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams

- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

Pupils will be introduced to protective and preventative content in a way that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities. The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

All resources for the RSE taught through PSHE lessons are taken from the educational publisher 'Twinkl' and are assessed by staff prior to use.

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

Children's understanding is assessed informally through discussions with he teacher and written outcomes.

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

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

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

6.1 Inclusivity

We will teach about these topics in a manner that:

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

We will also:

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

6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan

- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide a representative sample of the resources that the school plans to use.

We will ensure that parents/carers are able to view all curriculum materials used to teach RSHE on request.

Parents/carers are not able to veto curriculum content.

We will comply with any applicable copyright laws when sharing resources with parents or carers, and will include a statement that parents agree to as a condition of access that the content should not be copied or shared further except as authorised under copyright law.

7. Use of external organisations and curriculum materials

Whilst the school may work with external organisations to deliver the curriculum, it remains responsible for the content and the way in which pupils are taught.

We will make sure that any agency and any materials used are accurate, age and stage-appropriate, and unbiased and in line with our legal duties around political impartiality.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:
    - Are age-appropriate
    - Are in line with pupils' developmental stage
    - Are accessible for all pupils, including those with SEND
    - Are sensitive to pupils' needs
    - Comply with:
        - This policy
        - The Teachers' Standards

- The Equality Act 2010
- The Human Rights Act 1998
- The Education Act 1996

- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case-study materials and look for feedback from other people the agency has worked with
- Be clear on:
    - What they're going to say
    - Their position on the issues to be discussed
- Ask to see in advance any materials and lesson plans that the agency may use
- Know the named individuals who will be there, check the credentials of the visitor and/or visiting organisation, and follow our usual safeguarding procedures for these people
- Make sure the visitor understands and agrees in advance:
    - How confidentiality will work in any lesson
    - How safeguarding reports should be dealt with, in line with our school policies
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers
- Consult parents/carers on the content of external resources on the topic of biological sex and gender reassignment in advance and make all materials available to them on request

- Avoid materials that use cartoons or diagrams that oversimplify the topics of biological sex and gender reassignment, that could be interpreted as being aimed at younger children, or that perpetuate stereotypes or encourage pupils to question their gender

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers. The school will communicate to agencies that it is legally obliged to have regard to the expectation that all content can be shared with parents and carers

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RSHE policy, and hold the headteacher to account for its implementation.

8.2 The headteacher

The headteacher is responsible for making sure that RSHE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory/non-science components of RSHE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSHE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory/non-science components of RSHE

- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny/misandry, homophobia, biphoboia, sexual violence/harassment, derogatory behaviour and stereotypes
- Where misogynistic ideas are expressed at school, challenging the ideas, rather than the person expressing them
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) [Jo Clements]

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

Staff members responsible for leading the RSE curriculum are Bex Harrison and Sarah Garden.

8.4 Pupils

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

9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships and health education.

Parents/carers have the right to withdraw their child from the non-statutory/non-science components of sex education within RSHE – the headteacher will grant all requests to withdraw a pupil from the non-statutory/non-science parts of sex education.

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

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

10. Training

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

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

11. Monitoring arrangements

The delivery of RSE is monitored by the PSHE lead and overseen by the headteacher.

The teaching staff are encouraged to assess children's understanding of each unit covered and address misconceptions.

The PSHE lead will monitor by: Book looks, learning walks, observing lessons, questionnaires, pupil interviews and analysing the school's progression and assessment documents.

This policy will be reviewed by the PSHE subject lead annually with a working party consisting of at least two other members from: a governor, a parent, a teacher or an LSA.

At every review, the policy will be approved by the headteacher and a representative from the governing body.

This Policy should be read with the following policies:

- Safeguarding policy
- Equality policy
- SEN policy
- Child protection policy
- Curriculum policy

Appendix 1: Curriculum Progression Map

Domains	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
TEAM – (Together Everyone Achieves More) **Relationships**	Making friends and learning to share.	• I can talk about the teams I belong to. • I can be a good listener. • I can explain how to be kind and why it is important. • I can talk about unkind behaviour like teasing and bullying. • I can explain how to be a positive learner. • I can identify good and not-so-good choices.		• I can talk about changes and how they might make me feel. • I can explain how and why we should work well as a team. • I can describe how my actions and behaviour affect my team. • I can pay attention to and respond considerately to others. • I can describe why disputes might happen and strategies to resolve them. • I can talk about my responsibilities towards my team.		• I can talk about the attributes of a good team. • I can accept that people have different opinions and know that I can politely disagree with others and offer my own opinion. • I can compromise and collaborate to ensure a task is completed. • I can reflect on the need to care for individuals within a team. • I can identify hurtful behaviour and suggest ways I can help. • I can understand the importance of shared responsibilities in helping a team to function successfully.	
Think Positive **Health & Wellbeing**	Learning to take care of ourselves including managing	• I can understand how happy thoughts can make me feel good.		• I understand that having a positive attitude is good for our mental health.		• I understand the link between thoughts, feelings and behaviours.	

	own hygiene and coats.	• I can make good choices and consider the impact of my decisions. • I can set myself goals and consider how to achieve them. • I can discuss my feelings and opinions with others and cope with difficult emotions. • I can discuss things I am thankful for and focus on what I do have, rather than what I don't have. • I can focus on what is happening now and how I am feeling.		• I can recognise and manage helpful and unhelpful thoughts effectively. • I understand that some changes can be difficult but that there are things we can do to cope. • I can use mindfulness techniques to keep calm. • I can identify uncomfortable emotions and manage them effectively. • I can apply a positive attitude towards learning and take on new challenges.		• I understand the concept and impact of positive thinking. • I can recognise and manage uncomfortable feelings. • I understand the importance of making good choices. • I can use mindfulness techniques in my everyday life. • I can apply a growth mindset in my everyday life.	
Diverse Britain **Living in the Wider World**	Similarities and differences between hot and cold places.	• I can describe ways that I can help my school community. • I can describe ways that I can be a good neighbour. • I can identify things that help and harm my neighbourhood. • I can describe what it is like to live		• I can describe what it is like to live in the United Kingdom. • I can talk about what democracy is and understand why it is important. • I can talk about what rules and laws are and identify how they help us. • I can talk about what liberty means and I can identify		• I can talk about the range of faiths and ethnicities in our nation and identify ways of showing respect to all people. • I can explain what a community is and what it means to belong to one. • I can explain why and how laws are made and identify	

		in the United Kingdom. • I can explore how people living in the United Kingdom can be different and how they are the same. • I can talk about identity and living in the United Kingdom.		the rights of British people. • I can describe a diverse society and talk about why it is important. • I can explain what being British means to me and to others.		what might happen if laws are broken. • I can discuss the terms democracy and human rights in relation to local government. • I can discuss the terms democracy and human rights in relation to national government. • I can investigate what charities and voluntary groups do and how they support the community.	
Be Yourself **Relationships**	Learning similarities and differences between self and others.	• I can talk about what makes me special. • I can name some of the different feelings I have and can describe how they feel. • I can talk about things I like that make me feel happy. • I can talk about the things that make me feel unhappy or cross and have ideas about what to do when I have these feelings.		• I can say the things about myself that I am proud of. • I can identify the feelings I have and describe how different emotions feel. • I can describe different ways to cope with any uncomfortable feelings I may have and understand why this is important. • I know how to be assertive. • I can explore messages given by the media and		• I can explain why everyone is unique and understand why this should be celebrated and respected. • I can explain why I should share my own thoughts and feelings and I know how to do this. • I can explore uncomfortable feelings and understand how to manage them. • I can understand why we sometimes feel shy or nervous and know how to manage	

		• I can discuss how change and loss make me feel. • I can share what I think and feel with confidence.		decide if they are helpful or harmful. • I can identify different strategies I can use if I make a mistake.		these feelings. • I can identify when I might have to make different choices from those around me. • I can explore how it feels to make a mistake and describe how I can make amends.	
It's my Body **Health & Wellbeing**	Learning how to keep healthy through hygiene, health and fitness.	• I know I can choose what happens to my body. • I can make healthy choices about sleep and exercise. • I can talk about a healthy, balanced diet and why this is good for our bodies. • I know how to keep my body clean. • I know what is safe to eat or drink. • I can choose to keep my mind and body healthy and safe.		• I can choose what happens to my body and I can get help with any concerns. • I know how to keep my body healthy. • I know why it is important to get enough sleep. • I understand the importance of hygiene and what to do if I feel unwell. • I know how to take medicine safely and keep safe around drugs. • I know how to make better choices and choose healthy habits.		• I know that my body belongs to me and that I have control over what happens to it. • I understand why getting enough exercise and enough sleep is important. • I understand how to take care of my body. • I understand the harmful effects of using drugs, including alcohol and tobacco. • I understand what a positive body image is. • I can make informed choices in order to look after my physical and mental health.	
Aiming High	Learning the characteristics of effective learning	• I can think of star qualities I already have and those I		• I can identify achievements and suggest how my		• I can understand how people learn new things and	

Living in the Wider World	and how to learn in different ways.	would like to develop. • I can explain how a positive learning attitude can help me. • I can talk about jobs that people can do and tell my friends what I want to be when I grow up. • I can understand that it is a person's interests and skills that make them suited to doing a job. • I can think about things I would like to achieve in the future. • I can think about changes which might happen to me and consider how I feel about them.		actions can help me to achieve. • I can identify personal goals and suggest actions that I can take to achieve them. • I can explain how a positive learning attitude can help me to learn new things. • I can identify the skills and attributes needed to do certain jobs. • I understand that we should all have equal opportunities to follow our career ambitions. • I can discuss what job I might like to do when I grow up and what skills I will need to achieve this.		achieve certain goals. • I can understand that a helpful attitude towards learning can help us succeed in life. • I can identify opportunities that may become available to me in the future and I am aware of how to make the most of them. • I can understand that gender, race and social class do not determine what jobs people can do. • I can understand there are a variety of routes into different jobs which may match my skills and interests. • I can discuss my goals for the future and the steps I need to take to achieve them.	
VIPs **Relationships**	Knowing and talking about the important people in our lives. Describing our families.		• I can talk about the very important people in my life and explain why they are special.		• I can explain the importance of respecting my VIPs. • I can explain how to make and keep fabulous friends.		• I can explain how VIPs who love and care for each other should treat each other. • I can identify different ways to calm down when I

			• I can describe why families are important. • I can describe what makes someone a good friend. • I can describe ways to help resolve arguments and disagreements without being unkind. • I can cooperate with others to achieve a task. • I can describe how I can show my special people that I care about them and I understand why this is important.		• I can identify my own support network. • I can demonstrate strategies for resolving conflicts. • I can identify what bullying is. • I know what to do if someone is being bullied.		am feeling angry or upset. • I understand that people have different opinions that should be respected. • I can identify negative influences on my behaviour and suggest ways that I can resist these influences. • I can explain when it is right to keep a secret, when it is not and who to talk to about this. • I can recognise healthy and unhealthy relationships.
Safety First **Health & Wellbeing**	How to stay safe in school. Road safety and local walk.		• I know how to stay safe and who can help if I feel unsafe. • I know how to stay safe at home. • I know how to stay safe when I am out and about. • I can keep myself safe in different situations with people I don't know. • I know what I can share and what I should keep private		• I can be responsible for making good choices to stay safe and healthy. • I can identify a risky situation and act responsibly. • I understand that I can choose not to do something that makes me feel uncomfortable. • I know how to stay safe when out and about.		• I can take responsibility for my own safety. • I can assess and manage risks in different situations. • I can confidently identify and manage pressure to get involved in risky situations. • I can act sensibly and responsibly in an emergency. • I can identify hazards and reduce

			to keep myself and others safe. • I know who to go to if I need help.		• I know about dangerous substances and how they affect the human body. • I know how to respond in emergency situations.		risks to keep myself and others safe at home. • I know how to stay safe in different outdoor environments.
One World **Living in the Wider World**	Learning about celebrations around the world and finding similarities and differences.		• I can explore family life in different countries and say how it is the same as mine and how it is different. • I can discuss homes and home life from around the world and say how they are the same as mine and how they are different. • I can explain what it is like to go to school in other countries and say how it is the same as or different from my school. • I can explore places where people live which are different from where I live. • I can think about how people use things from the Earth		• I can discuss ways in which people's lives are similar and different and give reasons for these differences. • I can explore differences of opinion and identify if I feel these are fair. • I can think about the lives of people living in other places, make considered decisions and give reasons for my opinions. • I can recognise how my actions impact on people living in different countries and can identify things I can do to make the world a fairer place.		• I can talk about and understand how we can be responsible global citizens. • I can describe what global warming is and what we can do to help prevent it from getting worse. • I can explain how our energy use can harm the environment and describe what we can do to help. • I can describe how we can use water responsibly and understand the importance of doing this. • I can understand what biodiversity is and explain the importance of doing all we can to encourage it.

			and what problems this can cause. • I can say why it is important to care for the Earth and identify how I can help protect it.		• I can explain what climate change is and how it affects people's lives as well as identify what I can do to help. • I can identify different organisations that help people in different countries who are in challenging situations and can explain how they do this.		• I can make choices which make the world a better place and that help people across the world.
Digital Wellbeing **Relationships**	Knowing how to be kind and respectful when we communicate.		• I can talk about ways in which the Internet is useful. • I know how to balance screen time with other activities and understand why this is important. • I know how to stay safe online. • I can explain why we keep personal information private. • I know how to communicate online in ways that show kindness and respect. • I understand that not everything on the Internet is true.		• I can identify the positives and negatives of being online. • I can be kind online and I can help make the Internet a safer place. • I know how to stay safe when communicating online and what to do if I don't feel safe. • I can decide how reliable online information is and know how to share information responsibly online. • I can identify things we shouldn't		• I can identify the benefits of the Internet and know how to look after my digital wellbeing. • I know how to stay safe, healthy and happy online and when I use digital technology. • I know how to develop safe, respectful and healthy online relationships and can recognise the signs of inappropriate and harmful online relationships. • I know how to use social media

					share online and give reasons why we shouldn't share them. • I understand how technology can affect our wellbeing in different ways.		responsibly to protect the health, wellbeing and rights of all. • I know what online bullying is and what to do if I see or experience it to help make it stop. • I understand not all information online is true and know how to assess the reliability of both text and images.
Money Matters **Living in the Wider World**	Role play involving exchanging money.		• I can talk about where money comes from and the ways people use it. • I can explain how to keep money safe and why this is important. • I can explain what personal information means and ways we can keep this private. • I can explain choices people have about spending money and why it is important to keep track of what is spent. • I can explain differences between		• I understand there are different routes into employment and reasons people go to work. • I understand people make decisions about what to spend money on and how to spend it. • I can talk about reasons people might need to borrow money and how money can affect people's emotions. • I can explain ways people can keep money safe and		• I understand countries have their own currencies and can explain different ways to pay for things. • I can talk about factors that may influence how people spend their money. • I can explain why budgeting can be helpful and how a budget can be made. • I can discuss the effect money can have on people's emotional wellbeing.

			wants and needs and discuss how this can affect people's spending decisions. • I understand that money can affect people's emotions.		why it is important to do this. • I can talk about factors that can influence people's spending. • I can explain what it means to make and use a budget.		• I can explain different ways of spending money online and how to do this securely. • I can discuss factors which may influence people's employment decisions and ways people can contribute positively to society.
Growing Up **Health & Wellbeing**	Learning the differences between babies and children in YR and how children have grown so far including things they can now do independently.		• I can name the main parts of boys' and girls' bodies. • I understand how to respect my own and other people's bodies. • I understand that we are all different and different people like different things. • I can talk about my family and others' families. • I can describe how I will change as I get older. • I can describe things that might change in a person's life and how it might make them feel.		• I can describe male and female body parts and explain what these are for. • I can describe how boys' bodies will change as they go through puberty. • I can describe how girls' bodies will change as they go through puberty. • I can describe the feelings that some people experience as they grow up. • I understand that there are many different types of relationships and families. • I can describe how babies are made and how they are born.		• I can describe the changes that people's bodies go through during puberty and how we can look after our changing bodies. • I can describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings. • I recognise that many things affect the way we feel about ourselves and I understand that there is no such thing as an ideal kind of body. • I understand what a loving relationship

							is and that there are many types of relationships. • I understand what a sexual relationship is and who can have a sexual relationship. • I can describe the process of human reproduction, from conception to birth.

Appendix 2: RSE Links with Science, PE, Computing and RE end of year learning outcomes

	Science- Animals including humans	**P.E.**	**Computing- Online safety and Digital Literacy**	**RE- The Living Difference III**
Reception	• Early Learning Goal: • They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.	• Early Learning Goal: • Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.	• Know that they should always ask a responsible adult if they want to use a device.	
Year 1	• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense		• Know that they should always ask a responsible adult if they want to use a device.	• They can evaluate human experience of the concept by talking about it in simple terms and its importance to people living a religious life, and by identifying an issue raised.
Year 2	• Notice that animals, including humans have offspring which grow into adults • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene • Identify that humans and some other animals have skeletons and muscles for support, protection and movement • Identify that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food – they get nutrition from what they eat. (takes place in Y2 or 3 depending on cycle)	• I can lead others in small games situations	• Know devices that enable direct communication between people through images and text. • Know what personal information is and that they should never share this with anyone they don't know. • Know that they should tell a trusted adult if they are upset or worried about anything on a device.	• They can evaluate the human experience of the concepts studied by describing in simple terms their value to people who are religious and by dialoguing with others recognise an issue raised. (Including 'because')

Year 3	• Describe changes as humans grow to old age • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird	• I can support others • I can show resilience when a plan does not work. • I can lead a team effectively	Know that pictures and text share on-line can end up with strangers • Reliably know what to do if they are exposed to unpleasant materials on any device • Reliably uses a more complex password to access resources. • Know what the key words are to enter into a Search engine to find information they want. • Can select useful websites from the results of a search.	They can evaluate human experience of the concepts by describing their value to people and through dialoguing with others can recognise, identify and describe some issues raised.
Year 4	• Describe changes as humans grow to old age • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • Describe the life processes of reproduction in some plants and animals (Takes place in either Y4 or 5 depending on cycle)	• I can support others • I can show resilience when a plan does not work. • I can lead a team effectively	Know that pictures and text share on-line can end up with strangers • Reliably know what to do if they are exposed to unpleasant materials on any device • Reliably uses a more complex password to access resources. • Know what the key words are to enter into a Search engine to find information they want. • Can select useful websites from the results of a search.	They can evaluate human experience of the concepts by describing their value to people and through dialoguing with others can recognise, identify and describe some issues raised.
Year 5	Describe changes as humans grow to old age • Describe the differences in the • life cycles of a mammal, an amphibian, an insect and a bird. • Describe the life processes of reproduction in some plants and animals (Takes place in either Y4 or 5 depending on cycle	• I can support others/ I can seek support when I need it. • I can lead a team, work with others or work alone. • I am a fair and supportive player.	• Know the risks posed to them by using Social Media, including understanding that people may not be who they say they are. • Know that it is irresponsible to share images of friends on-line without their permission. • Know how to report concerns online. • Effectively use a search engine to find multiple criteria using AND/OR to refine searches • Know how to compare information from different websites and know that some sites may show bias	• As Y6 but add 'Beginning to…'

Year 6	Topic: Evolution and inheritance • Recognise that living things produce offspring, but normally offspring vary and are not identical to their parents.	• I can identify possible risks and think of ways to manage them. • I ask for and listen to expert advice. • I embrace leadership and team roles. • I can gain the commitment and respect of my team. • I remain positive even in the most challenging of circumstance. • I seek support from the team and experts if in any doubt.	• Know how to reduce the risks posed by using Social Media by managing their friends lists and privacy settings. • Know that it is illegal to post or view 'rude' images of children. • Know that hacking or misusing someone else's account is illegal. • Know that search results can be manipulated by sponsorship and advertising. • Know how to validate information found through searches by checking more than one source. • Know that some news is 'fake.'	• They can evaluate the concepts by explaining their value to people living a religious life by drawing on examples. Dialoguing with other children will enable them to discern for themselves and so identify and describe in increasingly complex ways some of the issues they raise.

Appendix 3: Parent withdrawal request form

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			