

Maidensbridge Primary School



Relationships, Health and Sex Education Policy

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Relationships and Sex Education Policy

1. Policy Aims

Maidensbridge Primary School publishes this policy as a statutory requirement and with the following aims:

- To offer a clear guide to parents, carers, staff and visitors. Defining RSE as a subject and explaining its delivery at school.
- To set out the curriculum requirements and explain what will be taught when.
- To give information to parents and carers about their involvement with RSE.

2. Policy Development

As set out in government guidance, the policy has been developed through a process of consultation involving school staff, parents/carers, pupils, local health professionals including the school nursing team.

Development of the policy has been supported by school governors, who have ratified the finished document.

3. Statutory Requirements

The Children and Social Work Act 2017 makes Relationships Education and Health Education statutory in all Primary schools. From September 2020, Relationships Education will become compulsory in all primary schools in England. Expectations on primary schools are as follows:

- Relationships Education will be **compulsory** in all Primary Schools (or those pupils receiving Primary Education) – this includes academies, free schools and independent schools.
- Health Education will be **compulsory** in all Primary and Secondary Schools (or those pupils receiving Primary or Secondary Education) – this includes all academies and free schools but not independent schools as PSHE is already statutory in these schools.

Although sex education in primary school will not be compulsory. The DfE continues to recommend that primary schools have a sex education programme tailored to the age, and physical and emotional maturity of the pupils. All maintained schools will be expected to continue teaching Reproduction as part of the Science National Curriculum.

RSE supports us in our statutory duties of Keeping Children Safe in Education.

4. Ethos and Values

Through RSE we deliver key learning that supports the schools agreed ethos and values. Key school values supported by RSE include:

- **Safety:** Feeling safe and valued
- **Caring:** Respecting diversity, respect for self and others
- **Achievement:** Exploration of rights, duties and responsibilities
- **Resilience:** Self-awareness and self esteem
- **Friendship:** Building positive caring relationships

At Maidensbridge Primary School, we believe that all pupils should receive accurate information that supports their needs and explains their rights. RSE gives young people the opportunity to explore and develop their own attitudes and values and to respect the views of others.

5. Definitions and Curriculum Content

5.1 Relationship and Sex Education (RSE)

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care for family life. It involves acquiring information, developing skills, and forming positive beliefs, values and attitudes.

5.2 Aims and Objectives for RSE

The aim of RSE is to provide children with age-appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health-related behaviour. This should take place with consideration of the qualities of relationships within families.

The objectives of RSE are:

- To provide the knowledge and information to which all pupils are entitled.
- To clarify/ reinforce existing knowledge.
- To raise pupils' self-esteem and confidence, especially in their relationships with others.
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives.
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others.
- To help gain access to information and support.
- To develop skills for a healthier safer lifestyle.

- To develop and use communication skills and assertiveness skills, to cope with the influence of their peers and media.
- To respect and care for their bodies.
- To be prepared for adulthood.

The school's RSE curriculum (appendix 1) has been designed in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils.

5.3 Relationships Education

The focus of Relationships Education is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. DfE guidance requires us to teach objectives under the following topics:

- Families and people who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

5.4 Health Education

The focus of Health Education is on teaching the characteristics of good physical health and mental wellbeing. Elements of our Health Education are timetabled to complement and support the teaching of RSE. DfE guidance requires us to teach objectives under the following topics;

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drug, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- The Changing Adolescent Body (Puberty)

It is important that we do not just teach the children Health Education but that our school environment as well as our ethos and expectations models healthy living to our children every day. At Maidensbridge, we do this in many ways:

- Timetabling at least 2 hours of active PE lessons per week for every class.

- Ensuring our playtimes and lunchtimes give children the opportunity for physical activity. Our goal is that children will be active for 60 minutes a day; 30 minutes a day at school and 30 minutes at home.
- Ensuring children have access to a healthy meal provided by our catering company, giving children healthy choices. Aswell as offering healthy choices mid-morning for KS2 children through our Tuck Shop and KS1 children having access to free fruit. Reception who are under 5, will also have access to daily milk. **Children should not bring chocolate or sweets to school as part of their playtime snack or lunchbox. It is important that children understand how to reduce their sugar and salt intake with healthy choices.**
- Ensuring children have access to filtered water all day, while at school. Research shows that water keeps the brain active during learning times but also that it is the best drink to drink out of water bottles, due to squash causing sugar to pass through the teeth, possibly leading to increased tooth decay. Children will be offered naturally flavoured water at lunchtime. **Children should bring water to school unless there is a medical reason for an alternative, this can be discussed with the school nurse. They can bring alternative healthy drinks for lunchtime. No energy drinks, high sugar or fizzy drinks.**
- Our additional cooking curriculum also shows children how to cook a healthy and nutritious three course meal throughout each year that they are at Maidensbridge. Starters in the Autumn, Mains in the Spring and puddings in the summer.
- Our online filtering and monitoring systems, allow us to keep a check on children's online mental health, as they access the internet and apps for learning purposes. Any comments or searches that would indicate a possible issue with poor mental health will be emailed to K Thomas, as Headteacher and DSL and this will be acted upon immediately.

It is so important that our children grow up to understand healthy choices and hopefully will be adults that continue to live a healthy lifestyle. We can't do this without help from everyone at home too:

- Sending children to school with water (that they can re-fill during the day at school) healthy snacks and healthy lunchboxes.
- Ensuring children have a good bedtime routine and get the recommended 8-10 hours sleep a night. Please talk to us or the school nurse if this is proving difficult for your child.
- Monitoring their online activity to avoid poor mental health using apps that they are not old enough for and seeing content online or through watching films that are not appropriate for their age.
- Encouraging your child to do 30 minutes of movement at home a day to add to their 30 minutes at school so that we can achieve the target of 60 minutes of activity a day for our children to maintain a healthy lifestyle.
<https://www.youthsporttrust.org/mos-mission>
- Encouraging children to talk, as we know that talking can improve wellbeing and can prevent poor mental health. Please feel free to talk to us about

anything your child may talk to you about at home that you may be concerned about, and we can tackle it together.

5.5 Sex Education

The DfE advise all primary schools to have a programme of Sex Education tailored to the age and the physical and emotional maturity of the pupils. It is important that the transition phase before moving to secondary school supports ongoing emotional and physical development effectively. It should ensure that both boys and girls are prepared for the changes that adolescence brings and, drawing on knowledge of the human life cycle set out in the National Curriculum for Science, how a baby is conceived and born.

Although no clear definition is provided by the DfE, sex education is interpreted to include **puberty, conception, reproduction, and birth**. Our programme contains the statutory elements of the National Curriculum for Science and Health Education (see *appendix 2*). Parents **do not** have the right to request withdrawal from the following compulsory aspects:

- Puberty is statutory under Health Education and the National Curriculum for Science.
- Birth and reproduction are a statutory component of the National Curriculum for Science.

5.5.1 Sex Education Outside of Science

Our programme also contains a small amount of non-statutory content which the school feels is age appropriate and does an important job of helping to answer some of the questions that pupils are asking as they come to the transition period between Primary and Secondary school.

The non-statutory sex education content that is included in the SCARF programme relates to **conception**. This non-statutory content is delivered in summer 2 in Year 6 as part of the **Making Babies** lesson. The lesson aims to help children understand how babies are conceived with reference to sexual intercourse and IVF. The table below outlines the specific lesson content that parents/ carers can request withdrawal from.

| YEAR 6- MAKING BABIES | |
|--|---|
| Content that parents/ carers can request to withdraw their child from | |
| Activity 2 Conception | Activity 3 Conception and Pregnancy Timeline |
| Description of how the bodies prepares for sexual intercourse and the penis enters the vagina. | The first image of the Conception and Pregnancy Timeline shows the penis in the vagina. |
| First few seconds of the video clip showing the penis entering the vagina. | |

Parents will be informed of when the Year 6 lesson will be taking place and if they wish to withdraw, procedures will be followed as set out in section 12.1.

6. Delivery

RSE is delivered through Science and PSHE.

- 6.1 Timetabling:** Weekly sessions will be delivered per year group throughout Spring 1 and Summer 2. Aspects of RSE will also be delivered through assemblies.
- 6.2 Staffing:** RSE will normally be delivered by class teachers or Teaching Assistants in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single gender groups.
- 6.3 Resources:** RSE is delivered using quality assured, up to date resources from Coram SCARF and CWP.
- 6.4 External visitors:** Occasionally, appropriate and suitably experienced and/or knowledgeable visitors may be invited into school, to enhance, not replace, our delivery of RSE. Visitors supporting the delivery of RSE:
 - Are invited into school due to their expertise or the contribution they can make.
 - Are familiar with and work within the school's RSE policy.
 - Work alongside staff to plan an agreed lesson content in advance.
 - Are always supervised and supported by school staff.
 - Are monitored and evaluated by staff and pupils. This evaluation informs future planning.
- 6.5 Signposting support:** All RSE sessions will include signposting information for students, including identifying safe and appropriate adults for them to go to for help and support. This will include members of the school team to offer pastoral support but will also include the signposting of external agencies such as Childline and the NSPCC.

7. Inclusive and Accessible RSE

The school has duties, under the Equalities Act (2010), to ensure that issues are taught in a manner that does not subject pupils to discrimination. A whole school approach is taken to inclusivity and accessibility and care is taken to ensure that teaching meets the needs of all students, including those who are lesbian, gay, bisexual and transgender (LGBT).

An inclusive RSE curriculum at Maidensbridge Primary School will:

- Respect that the school community includes people of different faiths, beliefs and cultural backgrounds.

- Acknowledge that pupils will grow up in many kinds of families including single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.
- Recognise that some staff or pupils may identify as LGBT.
- Take care that resources, books and displays represent all kinds of families
- Take positive action to tackle all types of prejudice including homophobia and will promote understanding and respect.
- Promote equality and combat bullying.

Particular care will be taken to ensure that RSE is accessible to pupils with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all pupils by using differentiated resources, small group work or supporting pupils in-class.

8. Safeguarding and Confidentiality

Good practice promotes an open forum for children to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children should be made aware of how to raise their concerns ,or make a report, and how any report will be handled. This should include processes when they have a concern about a friend or peer.

All sessions will begin with a group agreement designed to create a safe space for discussion. Sessions will include information, signposting appropriate help and support, including parents and carers and the school's pastoral team.

All school staff have completed safeguarding training and should be mindful of the school's safeguarding policy and procedures when delivering RSE sessions. Staff understand that they cannot offer unconditional confidentiality to pupils, and pupils will be made aware of this. Staff will work within the school's agreed procedures for recording and reporting disclosures and the nature of access to this information.

9. Answering Pupil Questions

Staff members at Maidensbridge Primary School are aware that views around RSE issues are varied. However, while personal views are respected, all RSE subject content is taught without bias. Topics are presented using a variety of views and beliefs so that pupils can form their own, informed opinions but also respect that others have the right to a different opinion.

As with all subjects, pupils will have questions relating to what they have been learning and teachers will use their judgement to answer questions in an age-appropriate way. Questions do not have to be answered directly and can be addressed individually. Maidensbridge believe that individual teachers must use their skill and discretion in this area, and they may refer to the subject lead or Designated Safeguarding Lead for support if they are concerned.

10. Staff Training

RSE should be delivered by staff who have received up to date training and who feel confident with the subject. Training includes information on how to use ground rules, facilitate group discussions, answer difficult questions and the delivery of sensitive content. Training may be provided in-school, on-line or as part of local support Dudley Health and Well-being initiatives.

11. Monitoring and Assessment

Maidensbridge Primary School has the same high expectations of pupils' work in RSE as in other areas of the curriculum.

Pupil progress development in RSE is monitored by class teachers using SCARF's 3 assessment strands:

1. **SCARF Progress:** The pre and post unit assessment activities completed at the beginning and end of a unit enable us to monitor progress, record key points and identify areas for further development.
2. **SCARF Success:** At the end of a unit, 'I can' statements are considered to summarise children's learning against the unit's key learning outcomes.
3. **Wearing My SCARF:** The pupils' personal reflections on their learning also contribute to evaluating the RSE aspects of the programme.

The subject lead will support teachers to assess pupil work and progress. Monitoring arrangements for the subject including planning scrutiny's, book trawls and learning walks are outlined in the whole school monitoring plan.

Pupil feedback will be important to the future development of RSE at the school. Regular subject audits will ensure that provision is up to date and meeting the needs of pupils.

12. Working with Parents and Carers

Maidensbridge Primary School has consulted parents and carers, and their views have been taken into consideration when planning and delivering RSE. Parents and carers will be kept informed about what is delivered and when, so that they can support this learning at home.

Parents and carers will be invited to a meeting where they will be able to view resources, including any used for Sex education taught outside of science.

12.1 Withdrawal from RSE Lessons

From September 2020 Parents and carers have the right to withdraw their child from Sex Education outside of science (as outlined above).

From September 2020 parents **do not** have the right to withdraw their child from lessons on Relationships or Health Education or the Science Curriculum.

Those parents or carers wishing to exercise this right are invited to discuss their concerns with the Headteacher and/ or RSE Co-ordinator in the first instance. Thereafter, if parents or carers wish to formalise the withdrawal request then this must be completed in writing using the specified form in *Appendix 3* of this policy and addressed to the Headteacher.

Once a pupil has been withdrawn, they cannot take part in the RSE programme until the request for withdrawal has been removed.

Parents, carers and staff should be aware that pupils who are withdrawn from RSE will have questions about why this has happened. It should also be understood that pupils may ask their peers questions about lesson content.

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

14. Policy Links

RSE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social, and cultural development. Policies include:

- Anti-Bullying Policy
- Equal Opportunities Policy
- ICT and Acceptable Use Policy
- Relationships Policy
- PE Policy
- PSHE Policy
- RE Policy
- Safeguarding and Child Protection Policy
- Science Policy
- SEN Policy
- Teaching and Learning Policy

Appendix 1- Relationships Education Curriculum Coverage Map

RELATIONSHIPS EDUCATION- PEOPLE WHO CARE FOR ME

| SCARF Lesson Links | 1. <i>That families are important for children growing up because they can give love, security and stability.</i> | 2. <i>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.</i> | 3. <i>That other's families, either in school or in the wider world, sometimes look different from their family, but they should respect those differences and know that other children's families are also characterised by love and care.</i> | 4. <i>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for the children's security as they grow up.</i> | 5. <i>That marriage represents a formal and legally recognised commitments of two people to each other which is intended to be lifelong.</i> | 6. <i>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</i> |
|--------------------|---|---|---|---|--|---|
| Reception | <ul style="list-style-type: none"> All about me Me and my special people Same and different families Where do babies come from? Getting bigger Safe indoors and outdoors Looking after my special people | <ul style="list-style-type: none"> Looking after my special people People who can help to keep me safe Life stages: Human life stage- who will I be? Same and different families Who can help me? My feelings | <ul style="list-style-type: none"> All about me Me and my special people Same and different families Life stages: Human life stage- who will I be? Getting bigger Where do babies come from? Looking after my special people | <ul style="list-style-type: none"> Looking after my special people Where do babies come from? Getting bigger Life stages: Human life stage- who will I be? Same and different families Who can help me? | <ul style="list-style-type: none"> Life stages: Human life stage- who will I be? | <ul style="list-style-type: none"> People who help to keep me safe Who can help me? My Feelings (1) My Feelings (2) |
| Year 1 | <ul style="list-style-type: none"> Who are our special people? | <ul style="list-style-type: none"> Taking care of a baby Who are our special people? | <ul style="list-style-type: none"> Same or different? Who are our special people? Our special people balloons | <ul style="list-style-type: none"> Same or different? Who are our special people? Our special people balloons | | <ul style="list-style-type: none"> Who can help? (1) Surprises and secrets Good or bad touches? |
| Year 2 | <ul style="list-style-type: none"> My special people | <ul style="list-style-type: none"> My special people | <ul style="list-style-type: none"> My special people | <ul style="list-style-type: none"> My special people | | |
| Year 3 | <ul style="list-style-type: none"> Family and friends | <ul style="list-style-type: none"> Family and friends Looking after our special people | <ul style="list-style-type: none"> Family and friends Let's celebrate our differences | <ul style="list-style-type: none"> Family and friends | | |
| Year 4 | <ul style="list-style-type: none"> Friends or acquaintance? My feelings are all over the place! | <ul style="list-style-type: none"> My feelings are all over the place Friend or acquaintance | <ul style="list-style-type: none"> What would I do? My feelings are all over the place The people we share our world with Together | <ul style="list-style-type: none"> Together | <ul style="list-style-type: none"> Together | |
| Year 5 | | <ul style="list-style-type: none"> Help! I'm a teenager- get me out of here! | <ul style="list-style-type: none"> The land of the Red people | <ul style="list-style-type: none"> Help! I'm a teenager- get me out of here! | | <ul style="list-style-type: none"> Growing up and changing bodies |
| Year 6 | <ul style="list-style-type: none"> Advertising friendships Joe's story (part 2) What's the risk? (2) | <ul style="list-style-type: none"> Dan's day Helpful or unhelpful! Managing change | <ul style="list-style-type: none"> Making babies Don't force me | <ul style="list-style-type: none"> Making babies Don't force me Advertising friendships | <ul style="list-style-type: none"> Don't force me | <ul style="list-style-type: none"> Don't force me Helpful or unhelpful? Managing change |

RELATIONSHIPS EDUCATION- PEOPLE WHO CARE FOR ME

| SCARF Lesson Links | 1. How important friendships are in making us feel happy and secure, and how people choose and make friends. | 2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. | 3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. | 4. 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. | 5. 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. |
|--------------------|---|--|--|---|--|
| Reception | <ul style="list-style-type: none"> Who can help me? All about me Me and my special people Same and different Kind and caring (2) Looking after my friends | <ul style="list-style-type: none"> Looking after my friends Yes, I can! Bouncing back when things go wrong Kind and caring (2) Same and different Kind and caring (1) Who can help me? My feelings (2) | <ul style="list-style-type: none"> Looking after my friends Who can help me? Kind and caring (1) Same and different Kind and caring (2) | | <ul style="list-style-type: none"> Who can help me? My feelings (2) |
| Year 1 | <ul style="list-style-type: none"> Good friends | <ul style="list-style-type: none"> Harold has had a bad day Good friends How are you listening? It's not fair? Pass on the praise! Unkind, tease or bully? Who can help? (2_ | <ul style="list-style-type: none"> Who can help? (2) Unkind, tease or bully? It's not fair! Good friends | | <ul style="list-style-type: none"> How are you listening? Pass on the praise! |
| Year 2 | <ul style="list-style-type: none"> Being a good friend | <ul style="list-style-type: none"> Being a good friend | <ul style="list-style-type: none"> A helping hand Being a good friend An act of kindness | <ul style="list-style-type: none"> Solve the problem | <ul style="list-style-type: none"> Solve the problem Getting on with others |
| Year 3 | <ul style="list-style-type: none"> Looking after our special people Friends are special Relationship Tree | <ul style="list-style-type: none"> Looking after our special people Friends are special Relationship Tree | <ul style="list-style-type: none"> How can we solve this problem? | <ul style="list-style-type: none"> How can we solve this problem? Friends are special | <ul style="list-style-type: none"> Relationship Tree |
| Year 4 | <ul style="list-style-type: none"> Together Can you sort it? Friend or acquaintance? | <ul style="list-style-type: none"> An email from Harold Making choices Friend or acquaintance? Ok or not ok? (1) Ok or not ok? (2) Can you sort it? | <ul style="list-style-type: none"> An email from Harold Making choices Keeping ourselves safe Ok or not ok? (1) | <ul style="list-style-type: none"> Ok or not ok? (1) Ok or not ok? (2) What would I do? Can you sort it? | <ul style="list-style-type: none"> How dare you? My feelings are all over the place! Can you sort it? What would I do? Islands Ok or not ok? (1) Ok or not ok? (2) |
| Year 5 | <ul style="list-style-type: none"> Qualities of friendship It could happen to anyone How good a friend are you? | <ul style="list-style-type: none"> It could happen to anyone Qualities if friendship How good a friend are you? Give and take Being assertive Relationship cake recipe | <ul style="list-style-type: none"> The land of the Red people It could happen to anyone Qualities if friendship How good a friend are you? Give and take Being assertive Relationship cake recipe | <ul style="list-style-type: none"> Qualities of friendship How good a friend are you? Relationship cake recipe | <ul style="list-style-type: none"> It could happen to anyone Qualities if friendship Being assertive Relationship cake recipe Ella's diary dilemma |
| Year 6 | <ul style="list-style-type: none"> Advertising friendships Dan's day Joe's story (2) | <ul style="list-style-type: none"> Dan's day Solve the friendship problem Advertising friendships Ok to be different What's the risk? (1) Joe's story (1) | <ul style="list-style-type: none"> Solve the friendship problem Advertising friendships Ok to be different What's the risk? (1) Joe's story (1) Joe's story (2) | <ul style="list-style-type: none"> Solve the friendship problem, Joe's story (2) Advertising friendships | <ul style="list-style-type: none"> Solve the friendship problem Advertising friendships What's the risk? (1) Joe's story (1) Assertiveness skills |

RELATIONSHIPS EDUCATION- RESPECTFUL RELATIONSHIPS (EYFS & KS1)

| SCARF Lesson Links | 1. The importance of respecting others, even when they are very different from them, or make different choices or have different preferences or beliefs. | 2. Practical steps they can take in a range of different contexts to improve or support respectful relationships. | 3. The conventions of courtesy and manners. | 4. The importance of self-respect and how this links to their happiness. | 5. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show respect to others, including those in positions of authority. | 6. About different types of bullying, the impact of bullying, responsibilities of bystanders and how to get help. | 7. What a stereotype is, and how stereotypes can be unfair, negative or destructive. | 8. The importance of permission-seeking and giving in relationships with friends, peers and adults. |
|---------------------------|---|--|--|--|--|---|--|---|
| Reception | <ul style="list-style-type: none"> • What make me special • I'm special, you're special • Me and my special people • All about me • Kind and caring (2) • Same and different • Same and different families • Same and different homes • Getting bigger • Looking after my friends • Where do babies come from? | <ul style="list-style-type: none"> • Bouncing back when things go wrong • Being helpful at home and caring for our classroom • Kind and caring (1) • Kind and caring (2) | <ul style="list-style-type: none"> • Being helpful at home and caring for our classroom • Caring for our world • Kind and caring (1) • Kind and caring (2) • Same and different homes | <ul style="list-style-type: none"> • Same and different • All about me • I'm special, you're special • What makes me special | <ul style="list-style-type: none"> • All about me • Same and different | | <ul style="list-style-type: none"> • Me and my body-girls and boys | <ul style="list-style-type: none"> • Me and my body-girls and boys • Looking after my friends • Listening to my feelings (1) |
| Year 1 | <ul style="list-style-type: none"> • How are you listening? • Same or different? • Pass on the praise! | <ul style="list-style-type: none"> • Harold has a bad day • Why we have classroom rules • It's not fair! • Same or different? | <ul style="list-style-type: none"> • Harold has a bad day • Harold's school rules • Why we have classroom rules • It's not fair! • Pass on the praise! | | <ul style="list-style-type: none"> • Harold has a bad day • Harold's school rules • Pass on the praise! • Taking care of something • Who can help? (2) • Unkind, tease or bully? | <ul style="list-style-type: none"> • Unkind, tease or bully? • Who can help? (2) | | <ul style="list-style-type: none"> • Sharing pictures • Surprises and secrets • Good or bad touches |
| Year 2 | <ul style="list-style-type: none"> • What makes us who we are? | <ul style="list-style-type: none"> • How do we make others feel? • Our ideal classroom (1) • What makes us who we are? • An act of kindness | <ul style="list-style-type: none"> • Our ideal classroom (2) • An act of kindness • Getting on with others | | <ul style="list-style-type: none"> • Bullying or teasing? • Don't do that! • Getting on with others • Types of bullying | <ul style="list-style-type: none"> • Bullying or teasing? • Don't do that! • Getting on with others • Types of bullying | | <ul style="list-style-type: none"> • I don't like that! |

RELATIONSHIPS EDUCATION- RESPECTFUL RELATIONSHIPS (KS2)

| SCARF Lesson Links | 1. The importance of respecting others, even when they are very different from them, or make different choices or have different preferences or beliefs. | 2. Practical steps they can take in a range of different contexts to improve or support respectful relationships. | 3. The conventions of courtesy and manners. | 4. The importance of self-respect and how this links to their happiness. | 5. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show respect to others, including those in positions of authority. | 6. About different types of bullying, the impact of bullying, responsibilities of bystanders and how to get help. | 7. What a stereotype is, and how stereotypes can be unfair, negative or destructive. | 8. The importance of permission-seeking and giving in relationships with friends, peers and adults. |
|--------------------|---|---|--|--|---|---|---|--|
| Year 3 | <ul style="list-style-type: none"> Respect and challenge Zeb How can we solve this problem? Let's celebrate our differences Our friends and neighbours For or against? Thunks | <ul style="list-style-type: none"> Thunks For or against? Our friends and neighbours Let's celebrate our differences | <ul style="list-style-type: none"> Respect and challenge For or against? Thunks | | <ul style="list-style-type: none"> Zeb | <ul style="list-style-type: none"> Zeb Let's celebrate differences | <ul style="list-style-type: none"> Zeb Family and friends | <ul style="list-style-type: none"> None of your business! |
| Year 4 | <ul style="list-style-type: none"> The people we share our world with Making choices Under pressure Ok or not ok? (1) Ok or not ok? (2) Friends or acquaintance What would I do? Can you sort it? What makes me ME! | <ul style="list-style-type: none"> The people we share our world with My feelings are all over the place Ok or not ok? (1) What would I do? Can you sort it? What makes me ME! | <ul style="list-style-type: none"> What would I do? In the news! | <ul style="list-style-type: none"> How dare you! Keeping ourselves safe What makes me ME! Ok or not ok? (2) | <ul style="list-style-type: none"> Safety in numbers The people we share our world with Ok or not ok? (1) Ok or not ok? (2) Can you sort it? What would I do? | <ul style="list-style-type: none"> Safety in numbers How dare you! Under pressure What would I do? Keeping ourselves safe | <ul style="list-style-type: none"> That is such a stereotype! | <ul style="list-style-type: none"> Islands Secret or surprise? |
| Year 5 | <ul style="list-style-type: none"> Qualities of friendships Stop, start, stereotype The land of the Red People Is it true? Kind conversations Spot bullying Happy being me Being assertive | <ul style="list-style-type: none"> Qualities of friendships Help! I'm a teenager-get me out of here! The land of the Red People Happy being me Kind conversations Ella's diary dilemma | <ul style="list-style-type: none"> Qualities of friendship Happy being me Relationship cake recipe! Help! I'm a teenager-get me out of here! | <ul style="list-style-type: none"> Qualities of friendships Help! I'm a teenager-get me out of here! The land of the Red People Relationship cake recipe Happy being me Ella's diary dilemma Kind conversations | <ul style="list-style-type: none"> Qualities of friendships Taking notice of our feelings Kind conversations Ella's diary dilemma Happy being me Relationship cake recipe The land of the Red People | <ul style="list-style-type: none"> Is it true? Stop, start, stereotypes Happy being me | <ul style="list-style-type: none"> Is it true? Stop, start, stereotypes Happy being me | <ul style="list-style-type: none"> Growing up and changing bodies Ella's diary dilemma |
| Year 5 | <ul style="list-style-type: none"> Is it normal? Don't force me We have more in common than not Tolerance and respect for others Joe's story (1) I look great! Media manipulation What's the risk? (1) Behave yourself Ok to be different Respecting differences Boys will be boys? | <ul style="list-style-type: none"> Boys will be boys? Challenging gender stereotypes Respecting differences Behave yourself I look great! Tolerance and respect for others Assertiveness skills | <ul style="list-style-type: none"> Respecting differences | <ul style="list-style-type: none"> I look great! Media manipulation Joe's story (1) Behave yourself What's the risk? (1) Assertiveness skills | <ul style="list-style-type: none"> Assertiveness skills Joe's story (2) Don't force me Tolerance and respect for others We have more in common than not Acting appropriately Behave yourself Respecting differences | <ul style="list-style-type: none"> Ok to be different Boys will be boys? Challenging gender stereotypes Behave yourself What's the risk? (1) Acting appropriately We have more in common than not | <ul style="list-style-type: none"> Two sides to every story Media manipulation Boys will be boys? Challenging gender stereotypes | <ul style="list-style-type: none"> It's a puzzle Think before you click Don't for me! Assertiveness skills Facebook friends |

RELATIONSHIPS EDUCATION- ONLINE RELATIONSHIPS

| SCARF Lesson Links | 1. <i>That people sometimes behave differently online, including by pretending to be someone they are not.</i> | 2. <i>That the same principles apply to online relationships as to face-to-face relationships, including the respect for others online including when we are anonymous.</i> | 3. <i>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</i> | 4. <i>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</i> | 5. <i>How information and data is shared and used online.</i> |
|---------------------------|---|---|---|---|--|
| Reception | | | <ul style="list-style-type: none"> Keeping safe online | | |
| Year 1 | <ul style="list-style-type: none"> Sharing pictures | <ul style="list-style-type: none"> Sharing pictures | <ul style="list-style-type: none"> Sharing pictures | Sharing pictures | <ul style="list-style-type: none"> Sharing pictures |
| Year 2 | <ul style="list-style-type: none"> Playing games | <ul style="list-style-type: none"> Playing games | <ul style="list-style-type: none"> Playing games | <ul style="list-style-type: none"> Playing games | <ul style="list-style-type: none"> Playing games |
| Year 3 | <ul style="list-style-type: none"> None of your business I am fantastic | <ul style="list-style-type: none"> Let's celebrate our differences None of your business! Zeb Relationship Tree | <ul style="list-style-type: none"> None of your business! Super searcher | <ul style="list-style-type: none"> Super searcher Recount task None of your business! | <ul style="list-style-type: none"> Super searcher None of your business! |
| Year 4 | | <ul style="list-style-type: none"> How do we make a difference? | <ul style="list-style-type: none"> An email from Harold Picture wise | | <ul style="list-style-type: none"> Picture wise In the news! That is such a stereotype! Raisin challenge (2) |
| Year 5 | <ul style="list-style-type: none"> Spot bullying Play, like, share | <ul style="list-style-type: none"> Play, like, share Communication Spot bullying Is it true? | <ul style="list-style-type: none"> Is it true? Spot bullying Communication Play, like, share | <ul style="list-style-type: none"> Fact or opinion? Is it true? Play, like share | <ul style="list-style-type: none"> Is it true? Play, like share Spot bullying |
| Year 6 | <ul style="list-style-type: none"> Facebook friends Pressure online Media manipulation | <ul style="list-style-type: none"> It's a puzzle Think before you click | <ul style="list-style-type: none"> It's a puzzle Think before you click Traffic lights Pressure online To share or not to share? What's the risk? (2) | <ul style="list-style-type: none"> It's a puzzle Think before you click Pressure online | <ul style="list-style-type: none"> It's a puzzle\Pressure online To share or not to share? Traffic lights |

RELATIONSHIPS EDUCATION- BEING SAFE

| SCARF Lesson Links | 1. What sorts of boundaries are appropriate in friendships with peers and others. | 2. About the concept of privacy and the implications of it for both children and adults; including that it is not always rights to keep secrets if they relate to being safe. | 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. | 4. How to respond safely and appropriately to adults they may encounter, including whom they do not know. | 5. How to recognise and report feelings of being unsafe or feeling bad about an adult. | 6. How to ask for advice or help for themselves or others, and to keep trying until they are heard. | 7. How to report concerns or abuse, and the vocabulary and confidence needed to do so. | 8. Where to get advice e.g. family, school and/ or other sources. |
|---------------------------|---|--|---|---|---|--|---|---|
| Reception | | <ul style="list-style-type: none"> Keeping safe online Me and my body- girls and boys | <ul style="list-style-type: none"> Me and my body- girls and boys Life stages: Human life stage- who will I be? Listening to my feelings (1) | <ul style="list-style-type: none"> People who help to keep me safe | <ul style="list-style-type: none"> People who help to keep me safe Keeping safe online Safe indoors and outdoors Listening to my feelings (1) What's safe to go onto my body Who can help me? | <ul style="list-style-type: none"> Looking after my friends Keeping safe online People who can help to keep me safe Listening to my feelings (1) Same and different | <ul style="list-style-type: none"> Listening to my feelings (1) Me and my body- girls and boys | <ul style="list-style-type: none"> People who help to keep me safe Who can help me? |
| Year 1 | <ul style="list-style-type: none"> Sharing pictures Harold's school rules Good or bad touches? Surprises and secrets | <ul style="list-style-type: none"> Sharing pictures Surprises and secrets Good or bad touches? | <ul style="list-style-type: none"> Keeping privates private | <ul style="list-style-type: none"> Surprises and secrets | <ul style="list-style-type: none"> Thinking about feelings Surprises and secrets Good or bad touches? Our feelings Who can help? (1) | <ul style="list-style-type: none"> Sharing pictures Surprises and secrets | <ul style="list-style-type: none"> Surprises and secrets Good or bad touches? Keeping privates private | <ul style="list-style-type: none"> Good or bad touches? Surprises and secrets |
| Year 2 | <ul style="list-style-type: none"> Should I tell? How safe would you feel? Playing games Fun or not? Some secrets should never be kept | <ul style="list-style-type: none"> Should I tell? My body, your body Some secrets should never be kept Respecting privacy Playing games | <ul style="list-style-type: none"> I don't like that! Some secrets should never be kept Fin or not? | <ul style="list-style-type: none"> I don't like that! What should Harold say? Some secrets should never be kept | <ul style="list-style-type: none"> How safe would you feel? Should I tell? Fun or not? | <ul style="list-style-type: none"> Feeling safe Playing games | <ul style="list-style-type: none"> Feeling safe | <ul style="list-style-type: none"> Feeling safe |
| Year 3 | <ul style="list-style-type: none"> Safe or unsafe None of your business Raisin challenge (1) Dan's dare | <ul style="list-style-type: none"> Secret or surprise? | <ul style="list-style-type: none"> Body space | <ul style="list-style-type: none"> Safe or Unsafe? Danger or risk? None of your business! | <ul style="list-style-type: none"> Safe or unsafe? The Risk Robot None of your business! | <ul style="list-style-type: none"> Raisin challenge (1) | | <ul style="list-style-type: none"> Helping each other to stay safe |
| Year 4 | <ul style="list-style-type: none"> Raisin challenge (2) How dare you! Islands Secret or surprise? | <ul style="list-style-type: none"> Secret or surprise | <ul style="list-style-type: none"> Secret or surprise? Islands | <ul style="list-style-type: none"> Danger, risk or hazard? Secret or surprise? | <ul style="list-style-type: none"> Secret or surprise? Danger, risk or hazard? Islands | <ul style="list-style-type: none"> Who helps us stay healthy and safe? How dare you? | <ul style="list-style-type: none"> Who helps us to stay healthy and safe? All change! Safety in numbers Secret or surprise? | <ul style="list-style-type: none"> Who helps us to stay healthy and safe? |
| Year 5 | <ul style="list-style-type: none"> Taking notice of feelings Is it true? Ella's diary dilemma Play, like, share Would you risk it? | <ul style="list-style-type: none"> Growing up and changing bodies Ella's diary dilemma Dear Ash | <ul style="list-style-type: none"> Growing up and changing bodies Taking notice of our feelings | <ul style="list-style-type: none"> Taking notice of our feelings Dear Ash Play, like, share | <ul style="list-style-type: none"> Taking notice of our feelings Dear Ash | <ul style="list-style-type: none"> Dear Ash | <ul style="list-style-type: none"> Taking notice of our feelings Dear Ash | <ul style="list-style-type: none"> Taking notice of our feelings Dear Ash |
| Year 5 | <ul style="list-style-type: none"> It's a puzzle Think before you click What's the risk? (1) To share or not to share? Pressure online Acting appropriately What's the risk? | <ul style="list-style-type: none"> Dear Ash It's a puzzle What's the risk? (2) Acting appropriately To share or not to share | <ul style="list-style-type: none"> To share or not to share Pressure online Acting appropriately Making babies | <ul style="list-style-type: none"> It's a puzzle Dear Ash What's the risk? (2) Acting appropriately Pressure online Joe's story (1) | <ul style="list-style-type: none"> Dear Ash Pressure online\Acting appropriately | <ul style="list-style-type: none"> Dear Ash Acting appropriately Making babies Joe's story (1) Behave yourself | <ul style="list-style-type: none"> Dear Ash Is this normal? Joe's story (1) Making babies Don't force me! Acting appropriately To share or not to share? | <ul style="list-style-type: none"> Dear Ash Acting appropriately Making babies |

Appendix 2. Statutory content

National Curriculum for Science

Key Stage 1 (age 5-7 years) - Statutory Science Curriculum

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- 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.

Key Stage 2 (age 7-11 years) - Statutory Science Curriculum

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Statutory Relationships and Health Education

Full details of what must be covered by the end of primary school can be found in the department for Education guidance

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Appendix 3. Parental Withdrawal Form

| TO BE COMPLETED BY PARENTS | | | |
|--|--|-------|--|
| Name of pupil | | Class | |
| Name of parent | | Date | |
| Reason for requesting withdrawal 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 MAIDENSBRIDGE PRIMARY SCHOOL | |
|---|---|
| Agreed actions from discussion with parents | <p style="text-align: center; font-style: italic;">List details of what was agreed at the meeting, include alternative arrangements for pupils being withdrawn.</p> |
| Staff signature | |