



## Relationships and Sex Education

<b>ODBST Level 1 Statutory Policy:</b>	<b>ALL</b> Schools require this policy with <b>no changes</b> allowed to core text. No changes are necessary to personalise this with school name and branding, as this is a Trust level policy for use, without change, by all schools, <b>except</b> where a school contact is required as identified in the content of the policy. LGBs will <b>note</b> adoption in LGB meetings. Review will take place at Trust level, and schools will be notified of updates and review dates as necessary.
<b>Other related ODBST policies and procedures:</b>	ODBST Safeguarding and Child Protection Policy
<b>Committee responsible:</b>	SEC
<b>Approved by:</b>	SEC
<b>Date Approved:</b>	22 November 2023
<b>Review Date:</b>	Autumn term 2026

### 1. Aims

The aims of the ODBST relationships and sex education (RSE) 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;
- create a positive culture around issues of sexuality and relationships;
- teach pupils the correct vocabulary to describe themselves and their bodies;
- for pupils to know what safe and healthy relationships look like in order for pupils to keep themselves safe and healthy.

### 2. Statutory Requirements

All academies must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

ODBST schools are expected to offer all pupils a curriculum that is based on the National Curriculum, including requirements to teach science. This should include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to 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 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

ODBST schools teach RSE as set out in this policy.

### **3. Policy Development**

The ODBST are consulting with parents, staff and pupils as part of our process for making changes to this RSE policy. The consultation period will run from 01.02.24 until 31.03.24

The ODBST has determined the core policy and each school will ensure that:

- the Headteacher and RSE lead has considered all relevant information including relevant national and local guidance and has consulted with the ODBST Director of Education
- Staff consultation – all school staff are given the opportunity to look at the policy and make recommendations
- parent/stakeholder consultation – parents and any interested parties are invited to attend a meeting about the policy
- pupil consultation – we investigated what exactly pupils want from their RSE learning in school and use this to inform the relevant scheme adopted
- Ratification – once amendments are made, an appropriate scheme will be chosen and shared with governors. Any suggested amendments to the core policy will be sent to the ODBST via the school Headteacher and considered by the Director of Education and the ODBST Trustees.

### **4. Definition**

Trustees of the ODBST expect all of our Key Stage 2 settings to include sex education in addition to what is covered in the core science curriculum.

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

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

RSE is not about the promotion of sexual activity.

### **5. Curriculum**

The RSE curriculum for Christ the Sower Ecumenical Primary school is set out in Appendix 1. This may be adapted and parents/carers will always be informed when significant changes are made to the content that is being covered. Parents and carers are always welcome to come in and view the materials before they are taught and the arrangements for doing this are to make an appointment with Miss Nugent, via the school office.

We have developed the curriculum in consultation with parents, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

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

## **6. Delivery of RSE**

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

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

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

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

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

## **7. Inclusivity**

ODBST schools will teach about these topics in a manner that:

- considers how a diverse range of pupils will relate to them;
- is sensitive to all pupils' experiences;
- during lessons, makes pupils feel safe and supported and able to ask the questions that they want to ask.

ODBST schools will ensure 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

We know that pupils with SEND are more likely to be subject to abuse and to relationship difficulties and that understanding some of the key concepts around RSE can sometimes be more challenging for pupils with SEND. ODBST schools will ensure that the materials used to support the RSE learning for pupils with SEND are suitably adapted and meet individual need.

## **8. Use of resources**

ODBST schools will consider whether any resources we plan to use:

- are aligned with the teaching requirements set out in the statutory RSE guidance;
- would support pupils in applying their knowledge in different contexts and settings;

- are age-appropriate, given the age, developmental stage and background of our pupils;
- are evidence-based and contain robust facts and statistics;
- fit into our curriculum plan;
- are from credible sources;
- are compatible with effective teaching approaches;
- are sensitive to pupils' experiences and won't provoke distress.

Parents/carers are always welcome to view resources in advance of their use in the classrooms and will always be given opportunity to ask questions about them.

#### 8.1 Use of external organisations and resources

Many of our ODBST schools rely on commercially produced resources from reliable providers. We will make sure that any agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Individual schools will make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- are age-appropriate;
- are in line with pupils' developmental stage;
- comply with:
  - This policy
  - The [Teachers' Standards](#)
  - The [Equality Act 2010](#)
  - The [Human Rights Act 1998](#)
  - The [Education Act 1996](#)
- only work with external agencies where we have full confidence in the agency, its approach and the resources it uses;
- make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum;
- review any case study materials and look for feedback from other people the agency has worked with;
- be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- ask to see in advance any materials that the agency may use;
- know the named individuals who will be there, and follow our usual safeguarding procedures for these people;
- conduct a basic online search and address anything that may be of concern to us, or to parents and carers;
- check the agency's protocol for taking pictures or using any personal data they might get from a session is in line with ODBST protocols;
- 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.

ODBST **will not**, under any circumstances:

- work with external agencies that take or promote extreme political positions

- use materials produced by such agencies, even if the material itself is not extreme

## 9. Roles and Responsibilities

### 9.1 The ODBST Trustees and Local Governing Body

The ODBST Trustees have approved the RSE policy and the Local Governing Body and ODBST Director of Education will hold the Headteacher to account for the implementation of this policy.

### 9.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from the non-statutory/non-science components of RSE (see section 9).

### 9.3 Staff

Staff are responsible for:

- delivering RSE in a sensitive way;
- modelling positive attitudes to RSE;
- monitoring progress;
- responding to the needs of individual pupils;
- responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE.

All teaching staff are expected to deliver RSE lessons and do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

### 9.4 Pupils

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

## 10 Parent/carer right to withdraw

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

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. **This is ONLY the two lessons in Year 6 (summer term) when children are taught about how babies are made. We will always warn you before these lessons are taught to the class.**

Requests for withdrawal should be put in writing and addressed to the Headteacher.

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

## 11. Training

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

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

## 12. Monitoring arrangements

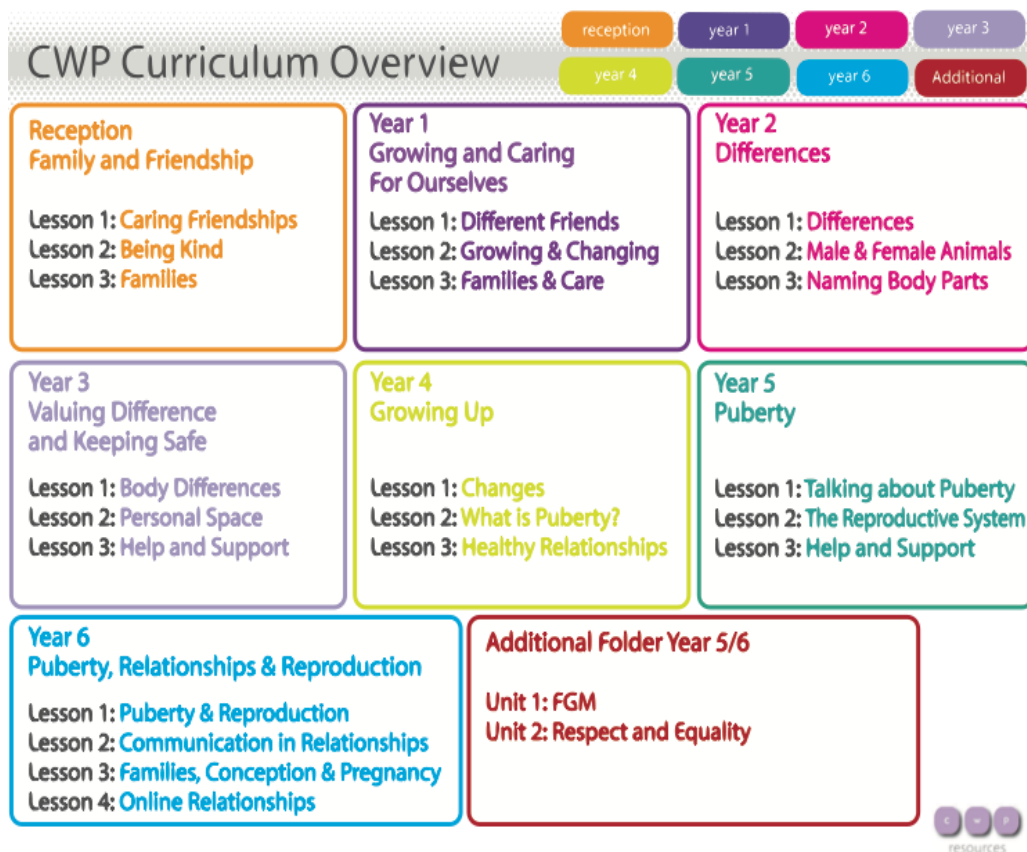
The delivery of RSE is monitored by Miss A Jacobs through learning walks, planning scrutinies and pupil outcome checks.

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

## Appendix 1 Our Curriculum

### Appendix 1: Curriculum map

#### RSE Curriculum Map



### Appendix 2: Statutory Guidance for Relationships Education and Health Education

Relationships education – by the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</p> <p>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</p> <p>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>



Health education – by the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Mental Wellbeing	<p>that mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</p> <p>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p> <p>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</p> <p>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</p> <p>where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)</p> <p>it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough</p>

TOPIC	PUPILS SHOULD KNOW
Internet Safety and harms	<p>that for most people the internet is an integral part of life and has many benefits about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</p> <p>how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</p> <p>why social media, some computer games and online gaming, for example, are age restricted</p> <p>that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</p> <p>how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</p> <p>where and how to report concerns and get support with issues online</p>
Physical health and fitness	<p>the characteristics and mental and physical benefits of an active lifestyle</p> <p>the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</p> <p>the risks associated with an inactive lifestyle (including obesity)</p> <p>how and when to seek support including which adults to speak to in school if they are worried about their health</p>
Healthy Eating	<p>What constitutes a healthy diet (including understanding calories and other nutritional content)</p> <p>The principles of planning and preparing a range of healthy meals</p> <p>The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</p>
Drugs Alcohol and Tobacco	<p>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</p>

TOPIC	PUPILS SHOULD KNOW
Health and prevention	<p>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body</p> <p>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</p> <p>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</p> <p>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</p> <p>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</p> <p>the facts and science relating to allergies, immunisation and vaccination</p>
Basic First Aid	<p>how to make a clear and efficient call to emergency services if necessary</p> <p>concepts of basic first-aid, for example dealing with common injuries, including head injuries</p>
Changing adolescent body	<p>☐ key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</p> <p>☐ about menstrual wellbeing including the key facts about the menstrual cycle</p>

**Appendix 3: Mapping CWP Curriculum to Statutory Guidance**

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# Mapping CWP Curriculum to Statutory Guidance

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## Relationships Education, Relationships and Sex Education (RSE) and Health Education

Suggested outcomes: <i>Pupils should know</i>		CWP lesson
<b>RELATIONSHIPS EDUCATION</b>		
<b>Families and people who care for me</b>		
1a	<ul style="list-style-type: none"> <li>that families are important for children growing up because they can give love, security and stability.</li> </ul>	<b>Reception lesson 3</b> <b>Year 1 lesson 3</b> <b>Year 3 lesson 3</b> <b>Year 6 lesson 2</b>
1b	<ul style="list-style-type: none"> <li>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.</li> </ul>	<b>Year 1 lesson 3</b> <b>Year 3 lesson 3</b> <b>Year 6 lesson 2</b>
1c	<ul style="list-style-type: none"> <li>that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> </ul>	<b>Year 1 lesson 3</b> <b>Year 3 lesson 3</b> <b>Year 6 lesson 3</b> <b>Additional Lesson Respect &amp; Equality</b>
1d	<ul style="list-style-type: none"> <li>that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> </ul>	<b>Year 1 lesson 3</b> <b>Year 3 lesson 3</b> <b>Year 6 lesson 2 &amp; 3</b>
1e	<ul style="list-style-type: none"> <li>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> </ul>	<b>Year 6 lesson 3</b>
1f	<ul style="list-style-type: none"> <li>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>	<b>Year 1 lesson 3</b> <b>Year 3 lesson 3</b> <b>Year 6 lesson 2</b> <b>Additional Lesson FGM</b>
<b>Caring friendships</b>		
2a	<ul style="list-style-type: none"> <li>how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> </ul>	<b>Reception lesson 1 &amp; 3</b> <b>Year 6 lesson 2</b>
2b	<ul style="list-style-type: none"> <li>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> </ul>	<b>Year 4 lesson 3</b> <b>Year 6 lesson 2</b>
2c	that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	<b>Reception lesson 1</b> <b>Year 4 lesson 3</b> <b>Year 6 lesson 2</b> <b>Additional Lesson Respect &amp; Equality</b>
2d	<ul style="list-style-type: none"> <li>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.</li> </ul>	<b>Reception lesson 2</b> <b>Year 4 lesson 3</b>
2e	<ul style="list-style-type: none"> <li>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.</li> </ul>	<b>Year 1 lesson 3</b> <b>Year 3 lesson 2</b> <b>Year 4 lesson 3</b> <b>Additional Lesson Respect &amp; Equality</b>

<b>Respectful relationships</b>		
3a	<ul style="list-style-type: none"> <li>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> </ul>	<b>Reception lesson 3</b> <b>Year 1 lesson 1</b> <b>Year 2 lesson 1 &amp; 2</b> <b>Year 3 lesson 1</b> <b>Year 4 lesson 3</b> <b>Additional Lesson Respect &amp; Equality</b>
3b	<ul style="list-style-type: none"> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> </ul>	<b>Year 3 lesson 2</b> <b>Year 4 lesson 3</b> <b>Year 6 lesson 2</b> <b>Additional Lesson Respect &amp; Equality</b>
3c	<ul style="list-style-type: none"> <li>the conventions of courtesy and manners.</li> </ul>	<b>Embedded through use of groundrules and circle time</b>
3d	<ul style="list-style-type: none"> <li>the importance of self-respect and how this links to their own happiness.</li> </ul>	<b>Year 3 lesson 2</b> <b>Year 4 lesson 3</b> <b>Year 6 lesson 2</b> <b>Additional Lesson Respect &amp; Equality</b>
3e	<ul style="list-style-type: none"> <li>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> </ul>	<b>Year 1 Lesson 1</b> <b>Year 4 lesson 3</b> <b>Embedded through group agreement</b>
3f	<ul style="list-style-type: none"> <li>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> </ul>	<b>Year 3 lesson 2</b> <b>Year 4 lesson 3</b>
3g	<ul style="list-style-type: none"> <li>what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul>	<b>Year 2 Lesson 1</b> <b>Additional Lesson Respect &amp; Equality</b>
3h	<ul style="list-style-type: none"> <li>the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>	<b>Year 4 lesson 3</b> <b>Year 6 lesson 2</b>
<b>Online Relationships</b>		
4a	<ul style="list-style-type: none"> <li>that people sometimes behave differently online, including by pretending to be someone they are not.</li> </ul>	<b>Year 6 lesson 4</b>
4b	<ul style="list-style-type: none"> <li>that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.</li> </ul>	<b>Year 4 lesson 3</b> <b>Year 6 lesson 4</b>
4c	<ul style="list-style-type: none"> <li>rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> </ul>	<b>Year 6 lesson 4</b>
4d	<ul style="list-style-type: none"> <li>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> </ul>	<b>Year 4 lesson 3</b> <b>Year 6 lesson 4</b>
4e	<ul style="list-style-type: none"> <li>how information and data is shared and used online.</li> </ul>	<b>Year 6 lesson 4</b>
<b>Being safe</b>		
5a	<ul style="list-style-type: none"> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> </ul>	<b>Year 3 lesson 2</b> <b>Year 6 lesson 2 &amp; 4</b>
5b	<ul style="list-style-type: none"> <li>about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> </ul>	<b>Year 3 lesson 2</b> <b>Year 6 lesson 2 &amp; 4</b> <b>Additional Lesson FGM</b>



5c	<ul style="list-style-type: none"> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> </ul>	<b>Year 3 lesson 2</b> <b>Year 6 lesson 2</b> <b>Additional Lesson FGM</b>
5d	<ul style="list-style-type: none"> <li>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> </ul>	<b>Year 1 Lesson 3</b> <b>Year 3 lesson 2 &amp; 3</b> <b>Year 6 lesson 2 &amp; 4</b>
5e	<ul style="list-style-type: none"> <li>how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> </ul>	<b>Year 1 Lesson 3</b> <b>Year 3 lesson 3</b> <b>Year 6 lesson 2 &amp; 4</b> <b>Additional Lesson FGM</b>
5f	<ul style="list-style-type: none"> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> </ul>	<b>Year 3 lesson 2 &amp; 3</b> <b>Additional Lesson FGM</b>
5g	<ul style="list-style-type: none"> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> </ul>	<b>Year 3 lesson 2 &amp; 3</b> <b>Year 6 lesson 4</b> <b>Additional Lesson FGM</b>
5h	<ul style="list-style-type: none"> <li>where to get advice e.g. family, school and/or other sources.</li> </ul>	<b>Year 3 lesson 3</b> <b>Year 6 lesson 4</b> <b>Additional Lesson FGM</b>
<b>HEALTH EDUCATION</b>		
<b>Mental wellbeing</b>		
6a	<ul style="list-style-type: none"> <li>that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> </ul>	<b>Year 4 lesson 2</b> <b>Year 5 lesson 3</b>
6b	<ul style="list-style-type: none"> <li>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> </ul>	<b>Reception lesson 1 &amp; 2</b> <b>Year 1 lesson 1 &amp; 3</b> <b>Year 4 lesson 2</b> <b>Year 5 lesson 3</b>
6c	<ul style="list-style-type: none"> <li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> </ul>	<b>Reception lesson 1 &amp; 2</b> <b>Year 1 lesson 1 &amp; 3</b> <b>Year 4 lesson 2</b> <b>Year 5 lesson 1 &amp; 3</b> <b>Year 6 lesson 1 Additional activity</b>
6d	<ul style="list-style-type: none"> <li>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> </ul>	<b>Year 4 lesson 2</b> <b>Year 5 lesson 1 &amp; 3</b> <b>Year 6 lesson 1 Additional activity</b>
6e	<ul style="list-style-type: none"> <li>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> </ul>	<b>Year 5 lesson 3</b> <b>Year 6 lesson 1 Additional activity</b>
6f	<ul style="list-style-type: none"> <li>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> </ul>	<b>Year 4 lesson 2</b> <b>Year 5 lesson 1 &amp; 3</b> <b>Year 6 lesson 1 Additional activity</b>
6g	<ul style="list-style-type: none"> <li>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> </ul>	<b>Reception lesson 1</b> <b>Year 6 lesson 1 Additional activity</b>
6h	<ul style="list-style-type: none"> <li>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> </ul>	<b>Year 6 lesson 4</b>

6i	<ul style="list-style-type: none"> <li>where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> </ul>	<b>Year 6 lesson 1 Additional Activity</b> <b>Year 6 lesson 4</b>
6j	<ul style="list-style-type: none"> <li>it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough</li> </ul>	<b>Year 6 lesson 1 Additional Activity</b>
<b>Internet safety and harms</b>		
7a	<ul style="list-style-type: none"> <li>that for most people the internet is an integral part of life and has many benefits.</li> </ul>	<b>While many of the suggested outcomes are touched on in this resource, we advise that schools continue to use a stand-alone scheme on internet safety such as <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a></b>
7b	<ul style="list-style-type: none"> <li>about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> </ul>	
7c	<ul style="list-style-type: none"> <li>how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> </ul>	
7d	<ul style="list-style-type: none"> <li>why social media, some computer games and online gaming, for example, are age restricted.</li> </ul>	
7e	<ul style="list-style-type: none"> <li>that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> </ul>	
7f	<ul style="list-style-type: none"> <li>how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> </ul>	
7g	<ul style="list-style-type: none"> <li>where and how to report concerns and get support with issues online.</li> </ul>	
<b>Changing adolescent body</b>		
8a	<ul style="list-style-type: none"> <li>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> </ul>	<b>Year 4 lesson 1 &amp; 2</b> <b>Year 5 lesson 1, 2 &amp; 3</b> <b>Year 6 lesson 1</b> <b>Year 6 lesson 1 Additional Activity</b>
8b	<ul style="list-style-type: none"> <li>about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>	<b>Year 4 lesson 2</b> <b>Year 5 lesson 1, 2 &amp; 3</b> <b>Year 6 lesson 1</b>
<b>Additional Guidance - Menstruation</b>		
9a	<p>The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Pupils should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. In addition to curriculum content, schools should also make adequate and sensitive arrangements to help girls prepare for and manage menstruation including with requests for menstrual products. Schools will need to consider the needs of their cohort of pupils in designing this content.</p>	<b>Year 4 lesson 2</b> <b>Year 5 lesson 1, 2 &amp; 3</b>

<b>Non – statutory Sex Education</b>		
10a	The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born. As well as consulting parents more generally about the school's overall policy, primary schools should consult parents before the final year of primary school about the detailed content of what will be taught	<b>This resource forms a spiralling curriculum of Relationships and Sex Education. We feel that on the whole the Sex Education element of the resource is in line with the science curriculum. Lessons on puberty form part of statutory Health Education. The exception would be sessions in year 6 which include age appropriate discussions on adult sexuality and how a baby is conceived and born. Parents would need to be given the right to excuse their children from these lessons.</b>
<b>National Curriculum Science</b>		
	<b>Key Stage 1 (age 5-7 years)</b> Year 1 pupils should be taught to:	
S1	<ul style="list-style-type: none"> <li>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul>	<b>Year 1 Lesson 2 Year 2 Lesson 3</b>
S2	Year 2 pupils should be taught to: <ul style="list-style-type: none"> <li>notice that animals, including humans, have offspring which grow into adults</li> </ul>	<b>Year 2 Lesson 1 &amp; 2</b>
S3	<ul style="list-style-type: none"> <li>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>	
	<b>Key Stage 2 (age 7-11 years)</b> Year 5 pupils should be taught to:	
S4	<ul style="list-style-type: none"> <li>describe the life process of reproduction in some plants and animals</li> </ul>	<b>Year 4 lesson 1 &amp; 2</b>
S5	<ul style="list-style-type: none"> <li>describe the changes as humans develop to old age</li> </ul>	<b>Year 4 lesson 1 &amp; 2 Year 6 lesson 3</b>
S6	Year 6 pupils should be taught to: <ul style="list-style-type: none"> <li>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> </ul>	<b>Year 6 lesson 3</b>