

# Relationship and Sex Education Policy

## Policy Monitoring, Evaluation and Review

This policy is effective for all academies within The Mead Educational Trust, the Teaching School, the SCITT and all other activities under the control of the Trust and reporting to the Trust Board.



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## Revision History:

<b>Version</b>	<b>Date</b>	<b>Author</b>	<b>Summary of Changes:</b>
3.0	November 2022	ACU	Updated Appendices Inclusion of LGBT section
2.1	Nov 2022	Gary Aldred	<ul style="list-style-type: none"><li>• Additional appendices added to add clarity for parents and carers</li><li>• Additional Appendices</li></ul> Section 8 – clarity over withdrawal requests
2.0	Jan 2020	TMET	To update in line with revised legislation in place-Sep 2020
1.0	March 2018	TMET	New Trust Policy Template

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## 1. Introduction

The aims of relationships and sex education (RSE) 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
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

## 2. Statutory requirements

### Primary:

As a primary academy school, we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would 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](#).

At Abbey Mead Primary Academy, we teach RSE as set out in this policy.

### **3. Policy development**

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

### **4. Definition**

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**

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they 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).

Pupils also receive stand-alone sex education sessions delivered by a school staff.

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

Sex education is clearly outlined in Appendix 1

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 ensure 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, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## 7. Lesbian, Gay, Bisexual and Transgender (LGBT)

TMET Schools will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools will ensure that they comply with the relevant provisions of the [Equality Act 2010](#) and [The Equality Act 2010: advice for schools](#), under which sexual orientation and gender reassignment are amongst the protected characteristics.

Teaching will be sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, this content will be fully integrated into the programmes of study rather than delivered as a standalone unit or lesson.

Inclusion of Lesbian, Gay, Bisexual and Transgender within the context of family life will be carefully planned, taking care to ensure that there is no stigmatisation of children based on their home circumstances, recognising that there is a wide variety of different family types and parenting arrangements.

## 8. Roles and responsibilities

### 7.1 The Board of Trustees

The Board will approve the RSE policy, and hold the Principal to account for its implementation.

### 7.2 The Principal

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

### 7.3 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

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

All staff will receive training on delivering RSE to ensure that they are fully equipped to teach this subject. The responsibility for teaching this is shared.

#### 7.4 Pupils

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

### **9. Parents' right to withdraw**

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

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

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

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

### **10. 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 Principal will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

### **11. Monitoring arrangements**

The delivery of RSE at Abbey Mead Primary Academy is monitored by the Academy Council through:

Yearly updates, book looks and policy checks.

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

This policy will be reviewed by TMET every three years or when legislation changes. At every review, the policy will be approved by the Board of Trustees.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

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#### Synopsis

In Year 1 and 2, children will learn about and be able to describe what a friend is and does, recognising the diversity in friendship and that friendship patterns change. They will address strategies for coping with difficult situations in friendships and ways to self-regulate these relationships. They will also focus on family relationships, identifying who is in their own family and what is special about them; alongside what they and other family members do to care for one another. They will revisit the concept of the safety circle, identifying a range of trusted adults at home and at school whom they can talk to if they are worried or upset. They will also learn how and when to approach people for support.

The Year 3 and 4 units look at the importance of relationships and friendships and develops children's awareness of and ability to form and maintain healthy relationships. This includes the ability to value and empathise with others, manage conflict and recognise how we affect and are affected by others. They will learn about the importance of recognising and valuing both similarities and differences between themselves and other children; including understanding that people live in different family arrangements. They will revisit their networks of special people, identifying those they can talk to about their concerns and how to get support in situations involving friendships and relationships.

In Year 5 and 6, children will consider their networks of people who are special to them, and how they are changing and developing as they get older and prepare to move on to secondary school. They will continue to develop their skills in making new friendships, and in maintaining and coping with challenges in existing friendships and other relationships. They will also consider the value of diversity within friendships, and understand that there is a wide range of different family situations in which people live. The role of groups in friendship will be considered, including both the benefits and pressures that they can bring. They will explore why and how to seek support from people they trust, and how they themselves can and do support others.

The units are taught in a spiral curriculum that revisits each theme every two years. This enables children to recall and build upon previous learning at a depth that is appropriate for the age of the child. At Abbey Mead, we take our responsibility to prepare children for modern life very seriously. We take a whole school approach in order to nurture our children into responsible well-rounded adults by encouraging open-minded and independent individuals; respectful of themselves and others in our school, community and wider world.

Year group	LEARNING WITHIN <b>CAMBRIDESHIRE SCHEME</b> THAT HAPPENS WITHIN STATUTORY PSHE CURRICULUM	LEARNING WITHIN <b>CAMBRIDESHIRE SCHEME</b> THAT HAPPENS WITHIN RSE UNIT	LEARNING WITHIN STATUTORY SCIENCE CURRICULUM	LEARNING WITHIN STATUTORY R.E CURRICULUM
Year 1	<ul style="list-style-type: none"> <li>• <b>Myself and my relationships</b> – Beginning and belonging – sources of support <b>R6, R12, R30, R31, R32, R33</b></li> <li>• <b>Healthy and safer lifestyles</b> – Safety contexts <b>R12, R29, R30, R31, R32,</b></li> <li>• <b>Myself and my relationships</b> – Family and friends – developing friendship skills, Valuing difference, Families and other special people, getting support <b>R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14, R15, R16, R17, R18, R19, R33</b></li> <li>• <b>Citizenship</b> – Diversity and communities – Exploring my identity, Valuing difference, Exploring my community <b>R3, R4, R10, R13, R14, R15, R16, R17, R18, R19, R22</b></li> <li>• <b>Myself and my relationships</b> – My emotions – Getting support – <b>R30, R31, R32, R33</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Section A – Body Knowledge</b> To recognise the main external parts of the bodies of humans</li> <li>• <b>Section B – Body Functions and Changes</b> To describe what their bodies can do</li> <li>• <b>Section C – Body Awareness and Image</b> To understand that they have responsibility for their body's actions and that their body belongs to them. To appreciate how amazing their body is</li> <li>• <b>Section D – Personal Hygiene</b> To know how to keep themselves clean</li> <li>• <b>Section E– Illness/Disease Prevention</b> To understand the importance of basic hygiene, e.g. washing hands, using a tissue, and how these prevent the spread of disease</li> </ul>	<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>	<p>Year 1/2</p> <ul style="list-style-type: none"> <li>• Look at how values affect a community and individuals</li> <li>• Explain how actions can affect other people</li> <li>• Understand that they have their own choices to make and begin to understand the concept of morals. <b>R13, R14, R15, R16, R17</b></li> </ul>

Year group	LEARNING WITHIN <b>CAMBRIDGESHIRE SCHEME</b> THAT HAPPENS WITHIN STATUTORY PSHE CURRICULUM	LEARNING WITHIN <b>CAMBRIDGESHIRE SCHEME</b> THAT HAPPENS WITHIN RSE UNIT	LEARNING WITHIN STATUTORY SCIENCE CURRICULUM	LEARNING WITHIN STATUTORY R.E CURRICULUM
Year 2	<ul style="list-style-type: none"> <li>• <b>Myself and relationships</b> – Anti bullying – Defining bullying, causes and types of bullying, how bullying makes us feel, responding to bullying, supporting others, creating safe environments <b>R9, R10, R11, R12, R13, R14, R17, R18, R19, R21, R22, R24, R26, R27, R28, R30, R31, R32, R33</b></li>   <li>• <b>Healthy &amp; Safer Lifestyles</b> - Personal Safety – Identifying Trusted adults, Bodies, touches, secrets, Assessing risk, assertiveness, What, When, Who and How to Tell – <b>R2, R6, R7, R12, R18, R20, R21, R23, R24, R26, R27, R28, R29, R30, R31, R32, R33</b></li>   <li>• <b>Myself &amp; My Relationships</b> - Managing Change – Recognising and Understanding Change – <b>R4, R7, R11, R30, R31, R33</b></li>   <li>• <b>Citizenship</b> – Rights, rules and responsibilities – responsibilities, democracy and decision making – <b>R1, R2, R3, R4, R7, R8, R9, R10, R11, R12, R13, R14, R15, R17, R18, R20</b></li> </ul>	<p><b>Section A – The Human Life Cycle</b></p> <p>1. To know that humans produce babies that grow into children and then into adults.</p> <p><b>Section B – Growing Up</b></p> <p>2. To consider the ways they have changed physically since they were born.</p> <p><b>Section C – Personal Responsibilities</b></p> <p>3. To consider their responsibilities now and compare these with when they were younger.</p> <p><b>Section D – Parents, Carers, Families</b></p> <p>4. To understand the needs of babies and young children.</p> <p><b>Section E – Processing the Learning</b></p> <p>5. To understand what they have learned and be able to share it with others.</p>	<ul style="list-style-type: none"> <li>• Notice that animals, including humans, have offspring which grow into adults</li> </ul>	<p>Year 1/2</p> <ul style="list-style-type: none"> <li>• Look at how values affect a community and individuals;</li> <li>• Explain how actions can affect other people;</li> <li>• Understand that they have their own choices to make and begin to understand the concept of morals. <b>R13, R14, R15, R17</b></li> </ul>



Year group	LEARNING WITHIN <b>CAMBRIDESHIRE SCHEME</b> THAT HAPPENS WITHIN STATUTORY PSHE CURRICULUM	LEARNING WITHIN <b>CAMBRIDESHIRE SCHEME</b> THAT HAPPENS WITHIN RSE UNIT		LEARNING WITHIN STATUTORY R.E CURRICULUM
Year 3	<ul style="list-style-type: none"> <li>• <b>Healthy and safer lifestyles</b> – managing risk – risky situations, receiving and giving help <b>R12, R6, R16, R18, R20, R26, R27, R29, R30, R31, R32, R33</b></li> <li>• <b>Myself and my relationships</b> – beginning and belonging -making the classroom safe, building relationships, coping with new situations, sources of support <b>R6, R8, R9, R10, R11, R12, R13, R14, R15, R17, R18, R19, R26, R30, R31, R32, R33</b></li> <li>• <b>Citizenship</b> – Diversity and communities – Exploring my identity, valuing difference, exploring my community- <b>R3, R4, R10, R13, R14, R15, R16, R17, R18, R19, R22</b></li> <li>• <b>Myself and relationships</b> – My emotions – Understanding and managing feelings , getting support <b>R30, R31, R32, R33</b></li> <li>• <b>Citizenship</b> – Rules, rights and responsibility – rights and responsibilities, understanding and developing rules, democracy and</li> </ul>	<p><b>Section A – Body Knowledge</b></p> <ol style="list-style-type: none"> <li>1. To recognise the main external parts of the bodies of humans, including scientific names for sexual parts.</li> </ol> <p><b>Section B – Body Functions and Changes</b></p> <ol style="list-style-type: none"> <li>2. To understand the physical differences between males and females.</li> </ol> <p><b>Section C – Body Awareness and Image</b></p> <ol style="list-style-type: none"> <li>3. To value their own body recognise and its uniqueness.</li> </ol> <p><b>Section D – Personal Hygiene</b></p> <ol style="list-style-type: none"> <li>4. To understand the benefits of carrying regular personal hygiene routines.</li> <li>5. To consider who is responsible for their personal hygiene now, and how this will change the future.</li> </ol> <p><b>Section E – Illness/Disease Prevention</b></p> <ol style="list-style-type: none"> <li>6. To understand a range of ways illness and disease, e.g. colds, chickenpox, head lice, might be spread and how they are able to reduce this.</li> </ol>		<p><b>Year 3/4</b></p> <ul style="list-style-type: none"> <li>• Make informed choices and understand the consequences of choices</li> <li>• Describe how shared values in a community can affect behaviour and outcomes</li> <li>• Discuss and give opinions on morals and values, including their own. <b>R13, R14, R15, R17</b></li> </ul>

	decision making R1, R2, R3, R4, R7, R8, R9, R10, R11, R12, R13, R14, R15, R17, R18, R20	<b>Section F – Processing the Learning</b> 7. To understand what I have learned and be able to share it with others.		
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Year group	LEARNING WITHIN <b>CAMBRIDGESHIRE SCHEME</b> THAT HAPPENS WITHIN STATUTORY PSHE CURRICULUM	LEARNING WITHIN <b>CAMBRIDESHIRE SCHEME</b> THAT HAPPENS WITHIN RSE UNIT		LEARNING WITHIN STATUTORY R.E CURRICULUM
Year 4	<ul style="list-style-type: none"> <li>• <b>Healthy and safer lifestyles</b> – Drug education – Risk, influences and support R12, R16, R18, R20, R26, R27, R28, R29, R30, R31, R32, R33</li> <li>• <b>Myself and my relationships</b> – family and friends – developing friendship skills, valuing difference, families and other special people, getting support R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14, R15, R16, R17, R18, R19, R33</li> <li>• <b>Myself and my relationships</b> – anti-bullying – defining bullying, causes and types of bullying, how bullying affects us, supporting others, creating safe environments – R8, R9, R10, R11, R12, R13, R14, R15, R16, R17, R18, R19, R20, R21, R22, R23, R24, R25, R26, R27, R28, R29, R30, R31, R32, R33</li> <li>• <b>Myself &amp; My Relationships</b> - Managing Change – Recognising and Understanding Change – R11</li> </ul>	<p><b>Section A – The Human Life Cycle</b></p> <p>1. To understand the main stages of the human lifecycle: birth, baby, child, adolescent, adult, middle age, old age, death.</p> <p><b>Section B – Growing Up</b></p> <p>2. To investigate perceptions of being ‘grown up’.</p> <p><b>Section C – Personal responsibilities</b></p> <p>3. To consider their responsibilities and how these have changed and how they will change in the future.</p> <p><b>Section D – Parents, Carers and Families</b></p> <p>4. To consider the responsibilities that parents and carers have for babies and children.</p> <p><b>Section E – Processing the Learning</b></p> <p>5. To understand what I have learned and be able to share it with others.</p>		<p><b>Year 3/4</b></p> <ul style="list-style-type: none"> <li>• Make informed choices and understand the consequences of choices</li> <li>• Describe how shared values in a community can affect behaviour and outcomes;</li> <li>• Discuss and give opinions on morals and values, including their own. R13, R14, R15, R17</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Healthy &amp; Safer Lifestyles</b> - Personal Safety – Identifying Trusted adults, Bodies, touches, secrets, assessing risk, assertiveness, What, When, Who and How to Tell – <b>R2, R6, R7, R12, R18, R21, R23, R26, R27, R28, R29, R30, R31, R32, R33</b></li> </ul>			
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Year group	LEARNING WITHIN <b>CAMBRIDGESHIRE SCHEME</b> THAT HAPPENS WITHIN STATUTORY PSHE CURRICULUM	LEARNING WITHIN <b>CAMBRIDGESHIRE SCHEME</b> THAT HAPPENS WITHIN RSE UNIT	LEARNING WITHIN STATUTORY SCIENCE CURRICULUM	LEARNING WITHIN STATUTORY R.E CURRICULUM
Year 5	<ul style="list-style-type: none"> <li>• <b>Myself and relationships</b> – beginning and belonging – making the classroom safe, building relationships, coping with new situations, sources of support <b>R6, R8, R9, R10, R11, R12, R13, R14, R15, R17, R18, R19, R26, R30, R31, R32, R33</b></li> <li>• <b>Healthy and safer lifestyles</b> – managing risk – risky situations, reactions to risk strategies in risky situations, receiving and giving help <b>R12, R6, R16, R18, R20, R26, R27, R29, R30, R31, R32, R33</b></li> <li>• <b>Myself and my relationships</b> – my emotions - Understanding and managing feelings and the impact they can have, getting support <b>R30, R31, R32, R33</b></li> <li>• <b>Citizenship</b> – diversity and communities - valuing difference,</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Section A - Body Knowledge</b> <ol style="list-style-type: none"> <li>1. To identify male and female sexual parts and describe their functions.</li> <li>2. To know appropriate terminology for use in different situations.</li> </ol> </li> <li>• <b>Section B - Body Functions and Changes</b> <ol style="list-style-type: none"> <li>3. To know and understand about the physical changes that take place at puberty, why they happen and how to manage them.</li> <li>4. To understand that physical change happens at different rates for different people.</li> </ol> </li> <li>• <b>Section C - Body Awareness/Images</b> <ol style="list-style-type: none"> <li>5. To understand how the media, families and friends can influence attitudes to their bodies.</li> </ol> </li> <li>• <b>Section D - Personal Hygiene</b></li> </ul>	<ul style="list-style-type: none"> <li>• Describe the changes as humans develop to old age.</li> <li>• Describe the life process of reproduction in some plants and animals.</li> </ul>	<p><b>Year 5/6</b></p> <ul style="list-style-type: none"> <li>• Explain why individuals and communities may have similar and differing values</li> <li>• Show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences</li> <li>• Express their own values while respecting the values of others. <b>R13, R14, R15, R17</b></li> </ul>

	<p>exploring my community <b>R3, R4, R10, R13, R14, R15, R17, R22,</b></p> <ul style="list-style-type: none"> <li>• <b>Myself and relationships</b> – family and friends - Networks of special people, understanding and valuing difference, coping with relationship issues, giving and receiving support <b>R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14, R15, R16, R17, R18, R19, R33</b></li> </ul>	<p>6. To know about new aspects of personal hygiene relevant to puberty.</p> <ul style="list-style-type: none"> <li>• <b>Section E - Illness/Disease Prevention</b></li> </ul> <p>7. To know and understand that safe routines can stop the spread of viruses (including HIV) and bacteria.</p> <ul style="list-style-type: none"> <li>• <b>Section F - Processing the Learning</b></li> </ul> <p>8. To understand what they have learned and be able to share it with others.</p>		
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Year group	LEARNING WITHIN <b>CAMBRIDESHIRE SCHEME</b> THAT HAPPENS WITHIN STATUTORY PSHE CURRICULUM	LEARNING WITHIN <b>CAMBRIDESHIRE SCHEME</b> THAT HAPPENS WITHIN RSE UNIT	RSE	LEARNING WITHIN STATUTORY R.E CURRICULUM
Year 6	<ul style="list-style-type: none"> <li>• <b>Myself and my relationships</b> – anti bullying – Defining bullying, causes and types of bullying how bullying affects us, supporting others, cyberbullying, creating safe environments <b>R8, R9, R10, R11, R12, R13, R14, R15, R16, R17, R18, R19, R20, R21, R22, R23, R24, R25, R26, R27, R28, R29, R30, R31, R32, R33</b></li> <li>• <b>Citizenship</b> – rules, rights and responsibilities - rights and responsibilities, understanding and developing rules, democracy and decision making <b>R1, R2, R3, R4,</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Section A - The Human Lifecycle</b></li> </ul> <p>1. To know about the facts of the human lifecycle, including sexual intercourse.</p> <ul style="list-style-type: none"> <li>• <b>Section B – Growing Up</b></li> </ul> <p>2. To be able to recognise their changing emotions with friends and family and be able to express their feelings and concerns positively.</p> <ul style="list-style-type: none"> <li>• <b>Section C – Personal responsibilities</b></li> </ul>	<b>Sex education sessions</b>	<p><b>Year 5/6</b></p> <ul style="list-style-type: none"> <li>• Explain why individuals and communities may have similar and differing values.</li> <li>• Show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences.</li> <li>• Express their own values while respecting the values of others. <b>R13, R14, R15, R17</b></li> </ul>

	<p><b>R7, R8, R9, R10, R11, R12, R13, R14, R15, R17, R18, R20</b></p> <ul style="list-style-type: none"> <li>• <b>Myself and my relationships</b> – managing change - Recognising and Understanding Change – R11</li> <li>• <b>Healthy and safer lifestyles -</b> Personal Safety- safety rules, bodies, touches, secrets, assessing risk, assertiveness, what, when, who and how to tell <b>R2, R6, R7, R12, R18, R21, R23, R26, R27, R28, R29, R30, R31, R32, R33</b></li> </ul>	<p>3. To consider how they have some responsibility for the feelings and well-being of others.</p> <ul style="list-style-type: none"> <li>• <b>Section D – Parents, Carers and Families</b></li> </ul> <p>4. To consider the need for trust and love in marriage and established relationships.</p> <p>5. To have a basic awareness of responsible parenting choices.</p> <p>6. To understand and respect a wide range of family arrangements e.g. second marriages, fostering, same sex partners and extended families.</p>		
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Families and people who care about me		Caring friendships	
<b>R1</b>	That families are important for children growing up because they can give love, security and stability	<b>R8</b>	How important friendships are in making us feel happy and secure, and how people choose and make friends
<b>R2</b>	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	<b>R9</b>	The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
<b>R3</b>	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	<b>R10</b>	That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
<b>R4</b>	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	<b>R11</b>	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
<b>R5</b>	That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong	<b>R12</b>	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
<b>R6</b>	How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed		
<b>R7</b>	That families are important for children growing up because they can give love, security and stability		
Respectful relationships		Online relationships	
<b>R13</b>	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	<b>R21</b>	That people sometimes behave differently online, including by pretending to be someone they are not
<b>R14</b>	Practical steps they can take in a range of different contexts to improve or support respectful relationships	<b>R22</b>	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
<b>R15</b>	The conventions of courtesy and manners	<b>R23</b>	The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
<b>R16</b>	The importance of self-respect and how this links to their own happiness	<b>R24</b>	How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
<b>R17</b>	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	<b>R25</b>	How information and data is shared and used online
<b>R18</b>	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		
<b>R19</b>	What a stereotype is, and how stereotypes can be unfair, negative or destructive		
<b>R20</b>	The importance of permission-seeking and giving in relationships with friends, peers and adults		
<b>Being safe</b>			
<b>R26</b>	What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	<b>R30</b>	How to recognise and report feelings of being unsafe or feeling bad about any adult
<b>R27</b>	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	<b>R31</b>	How to ask for advice or help for themselves or others, and to keep trying until they are heard
<b>R28</b>	That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact	<b>R32</b>	How to report concerns or abuse, and the vocabulary and confidence needed to do so
<b>R29</b>	How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know	<b>R33</b>	Where to get advice e.g. family, school and/or other sources

## Appendix 3: Physical Health and Mental Wellbeing

[Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

pp32-35

TOPIC	PUPILS SHOULD KNOW
Mental wellbeing	<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><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><li>• how to recognise and talk about their emotions, including having a</li><li>• varied vocabulary of words to use when talking about their own and others' feelings.</li><li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li><li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li><li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li><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><li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li><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><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>



<p>Internet safety and harms</p>	<ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <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> <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> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <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> <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> <li>• where and how to report concerns and get support with issues online.</li> </ul>
<p>Physical health and fitness</p>	<ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• 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.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<p>Healthy eating</p>	<ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• 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).</li> </ul>
<p>Drugs, alcohol and tobacco</p>	<ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>

<p>Health and prevention</p>	<ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to allergies, immunisation and vaccination.</li> </ul>
<p>Basic first aid</p>	<ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
<p>Changing adolescent body</p>	<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> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

#### Appendix 4: Overview of terminology and resources in Cambridgeshire Scheme

Year group	Suggested texts and stories	Terminology
1	It's my body – Louise Spilsbury My body, what I say goes – Jayneen Sanders	Male, female, anus, nipple, penis, testicle, vagina, vulva, private, hygiene, germs,
2	My dog, my car, my mum and me – Nigel Gray There's a house inside my mummy – Giles Andreae I want my tooth – Tony Ross Monkey puzzle – Julia Donaldson	Human lifecycle, birth, baby, children, adolescent, adult, parents, baby comes from mum, grow, changes, healthy.
3	All kinds of bodies – Emma Brownjohn Why does my body smell – Angela Royston	Penis, vagina, vulva, testicle, chest, breast, hygiene, period, nipple, scrotum, anus.
4	Drop dead – Babette Cole Piggybook – Anthony Browne My mum is fantastic – Nick Butterworth My dad is brilliant – Nick Butterworth	Human lifecycle, birth, baby, child, adolescent, adult, middle age, death, responsibility.
5	Mummy never told me – Babette Cole What did I look like when I was a baby – Jeanne Wilson Hair in funny places – Babette Cole Changes – Anthony Browne	Testicles, penis, vagina, breasts, scrotum, anus, pubic hair, urethra, labia, clitoris, vulva, bladder, pubic bone, prostate gland, spine, sperm duct, fallopian tube, ovary, uterus, cervix, endometrium.
6	Mummy laid an egg – Babette Cole Where do babies come from – Robbie H Harris Where willy went – Nicholas Allan What's inside your tummy Mummy? – Abby Cocovini	Testicles, penis, vagina, breasts, scrotum, anus, pubic hair, urethra, labia, clitoris, vulva, bladder, pubic bone, prostate gland, spine, sperm duct, fallopian tube, ovary, uterus, cervix, endometrium, sexual intercourse

## Appendix 5: Parent form: withdrawal from sex education within RSE

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

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