



'We can and we will'

GLEBE PRIMARY SCHOOL

RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY

Mission Statement:

At Glebe School, we believe in an ethos that values the whole child. We strive to enable all children to achieve their full potential academically, socially and emotionally.

Aims

The aims our Relationships and Sex education (RSE) curriculum at our school are to:

- Provide a framework in which sensitive discussions can take place;
- Prepare the 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.

Statutory Requirements

The education Act 2002 sets out the statutory duties, in the national curriculum, which all schools are required to meet: 'Every state-funded school must offer a curriculum which is balanced and broadly-based and which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.'

<https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4/the-national-curriculum-in-england-framework-for-key-stages-1-to-4>

The Education Act 1996, as amended by the Learning and Skills Act 2000

<https://www.legislation.gov.uk/ukpga/2000/21/contents> , requires head teachers and governing bodies to have regard to national guidance on Sex and Relationships Education in schools and to protect children from unsuitable teaching and materials.

Under the Children Act 2004 (Every Child Matters)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/272064/5860.pdf , schools have a duty to promote the well-being of

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their pupils and good quality RSE contributes to this duty. Further, we recognise that as a school we have a responsibility under the Relationship & Sex Education <https://www.legislation.gov.uk/ukdsi/2019/9780111181997> and Health Education (England) Regulations 2019, <https://www.gov.uk/government/publications/health-education-england-mandate-2018-to-2019> made under sections 34 & 35 of the Children & Social Work Act 2017 <https://www.legislation.gov.uk/ukpga/2017/16/contents/enacted>, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education.

RSE became statutory in all schools from September 2019. The law requires that Relationships and Sex Education (RSE) is to be taught in all secondary schools in England and that Relationships Education is to be taught in all primary schools in England. Primary schools are also required to teach the elements of sex education contained in the science curriculum and Health Education will also be mandatory in all Government-funded schools, which includes content on puberty.

At Glebe Primary School, we teach RSE as set out in this policy.

Policy Requirements

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 are able to access the policy on the school website and can feedback as they feel appropriate;
4. Ratification – once amendments were made, the policy was shared with governors and ratified.

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.

Introduction

This policy covers our school's approach to RSE. It was produced by SLT in consultation with all teaching staff, parents and governors between June 2019-October 2020. The policy is available to parents through the school prospectus and website. A paper copy can be made available by written request. We are committed to promoting a safe and healthy lifestyle. Relationships and Sex Education is not regarded as a subject in its own right, but it is part of a carefully planned element in PSHE and Citizenship education. Effective Relationships and Sex

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Education needs to be taught in an atmosphere of trust, responsibility and respect where sensitive issues can be discussed without embarrassment or threat.

Curriculum

Our curriculum is set out as per Appendix 1. If government guidance changes, however, we may have to update it accordingly.

We have developed the curriculum in consultation with parents and staff, taking into account the 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 do not 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.

Delivery of RSE

Our Relationships and Sex Education (RSE) programme promotes children's personal well-being and teaches them about the emotional, social and physical aspects of growing up, relationship, sex, human sexuality and sexual health. It equips the children with the information, skills and positive values to have safe, fulfilling relationships and to take responsibility for their sexual health and well-being. Our programme is set within a moral framework and is matched to the pupils' level of maturity.

At Glebe, children's wellbeing, happiness and safety are our first responsibility. We are committed to promoting a safe and healthy lifestyle. Therefore, our Relationships and Sex Education (RSE) is not regarded as a subject in its own right but it is an integral part of our Personal, Social, Health and Economic (PSHE) education. The biological aspects of RSE are taught within the science curriculum and other aspects maybe included in religious education (RE). Pupils also receive stand-alone sex education sessions delivered by their teachers and where appropriate health professionals.

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.

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

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structures) or that some children may have a different structure of support around them (for example: looked after children or young carers).

From key stage 1 to key stage 2, RSE includes laying foundations of understanding about growth and change and respect for one another; later in key stage 2 it will promote the preparation for the changes of puberty. We believe it is important to address relationships and sex education in this age group because it will promote the values 'the importance of stable relationships', 'marriage' and 'family life'.

We recognise and respect pupils' different abilities, levels of maturity and personal circumstances; for example their own sexual orientation, gender identity, faith or culture (which may, depending on their age and maturity, not be something they have yet considered or may be 'emerging') or the sexual orientation, gender identity, faith or culture of their immediate family, close friends and wider community. We ensure that all young people have equal access to our relationships and sex education programme.

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's sex education policy and practice;
- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school;
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school but not from the biology taught in science lessons nor from relationships education. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Head teacher and make it clear which aspects of the programme they do not wish their child to participate in and their reasons for doing so. The school always complies with the wishes of parents in this regard. Please see Appendix 4

Whenever more sensitive or specific aspects of this work are covered, it is important to notify parents and carers. Many are comfortable with the school taking the lead on planned learning but want to be prepared to answer their children's subsequent questions or simply talk together about their children's learning. Whenever more sensitive or specific aspects of this work are covered it is important to notify parents and carers. We will notify parents when particular aspects of sex and relationships education will be taught, by letter or through Class Dojo.

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It is essential that lessons are sensitive to a range of views but the school must ensure that pupils have always access to the learning they need to stay safe, healthy and understand their rights as individuals. This should include clear, impartial scientific information as well as covering the law in relation to forced-marriage and female genital mutilation. It should also cover the concept of, and legislation relating to, equality.

While much of the relationships and sex education pupils receive will take place in PSHE lessons, it is important that this learning is linked to broader school policies and the curriculum in relevant subjects. A commitment to equality, for example, must run through the life of the school rather than there being the view that this is a 'topic' which can be covered in PSHE alone.

In addition, to the RSE covered in PSHE education, there is also work in the science national curriculum that covers basic human biology and is still statutory in maintained schools. PSHE education is where young people have the opportunity to consider what this knowledge and understanding means to them and to develop the skills and strategies they will need to apply this knowledge in their lives.

It is also very important to make links with the ICT/Computing curriculum. As part of RSE, it is vital that pupils recognise ways they could put themselves at risk through the use of technology. These can include risks to their emotional and physical wellbeing and safety and their personal reputation. It is important to explore the risks; the law - as it pertains to the sharing and downloading of images and information- and safe ways of sharing personal information, social networking, online dating and sharing images.

Teaching Strategies

We take into account different learning styles in line with our Teaching and Learning Policy and tailor our learning programme accordingly:

- Active learning is most effective when pupils are working in groups. Methods include discussion techniques such as the use of circle time, case studies and discussion groups;
- The programme will be taught through a range of teaching methods, including poems, posters, stories, DVDs etc.;
- We follow the guidelines for Equal Opportunities and Inclusion as stated in the PSHE and Citizenship policy;
- We set ground rules at the start of a lesson to reduce anxieties and embarrassment when discussing such issues as puberty. For example "No one (teacher or pupil) will have to answer a personal or embarrassing question. Only the correct names for body parts will be used. Meanings of words will be explained in a sensible and factual way. "
 - We can use distancing techniques with role play to help pupils act out situations with invented characters, appropriate videos and theatre groups to help pupils discuss sensitive issues and develop their decision-making skills in a safe environment;
 - If necessary teachers also need to feel able to ask the child to wait for an answer to give them time to consult with the school's leadership team. (For instance: 'That is

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a really interesting question and I need a little time to think because I want to give you a really good answer.')

- It is important that children feel able to ask any questions that they wish and that their questions are valued. We will allow children to raise questions and will use an "Ask It Basket" system in each class. Children can ask questions by writing questions and posting them in the box;
- Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting;
- Teachers should remind children that they are not to ask personal questions about them or their life choices;
- If a teacher doesn't know the answer to a question, it is important to acknowledge this, and to suggest that they both research this later.
- If a question is too explicit, is inappropriate for the whole class or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis.
- If a teacher is concerned about sexual abuse, they should follow the school's safeguarding procedures set out in our policy.
- Depending on the cohort, levels of maturity and content, boys and girls may be split.

Roles and Responsibilities

The Governing Body : Governing bodies have wider responsibilities under the Equalities Act 2010 <https://www.legislation.gov.uk/ukpga/2010/15/contents> and should ensure that their school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion or sexual orientation or whether they are looked after children.

The governing body has overall responsibility for the RSE policy, in ensuring that the school is implementing it effectively but should allow the headteacher and staff to exercise their own professional skills in delivering the curriculum in accordance with that policy.

Rather than being responsible for the detailed content of the RSE curriculum, it is the Governing Body's role, through a named governor, to check that the content and organisation complies with the overall policy set by them.

The Headteacher : The headteacher is responsible for ensuring that RSE is taught consistently across the school and for managing requests to withdraw pupils from non-statutory components of RSE.

Teachers: Staff are responsible for:

- Delivering RSE in a sensitive way;
- Modelling positive attitudes to RSE;
- Monitoring progress;
- Responding to the needs of individual pupils;

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- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory 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 headteacher.

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

Parents' Right to Withdraw

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

Parents have the right to withdraw their children from non-statutory components of sex education within RSE. Before doing so, parents are encouraged to talk to the class teacher and/or view the teaching resources in order to inform any decisions regarding withdrawing their child.

Requests for withdrawal should be put in writing and addressed to the headteacher. Alternative work will be given to pupils who are withdrawn from RSE. Please see Appendix 4.

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 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.

Monitoring Arrangements


The delivery of RSE is monitored by the PSHE Leader through:
Planned book scrutinies, learning walks and pupil voice.

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

This policy will be reviewed annually by the PSHE leader. At every review, the policy will be approved by the headteacher and the governing body.

Reviewed: October 2022

To be Reviewed: October 2023



Chair of Governors

Appendix 1; PSHE/RSE Long Term Overview

PSHE/RSE: Long-term overview

	Relationship			Living in the wider world			
	Families and friendships	Safe relationships	Respecting ourselves and other	Belonging to a community	Media literacy and Digital resilience	Money and Work	Physical health, Mental health and Wellbeing
Year 1	My special people and their roles; all kinds of different loving families.	Recognising privacy; staying safe online (sharing pictures); seeking permission.	Being kind; how our behaviour affects others.	What rules are; caring for others; looking after the environment (recycling)	technology all around us;	Our star qualities; jobs in the community; money and how to keep it safe	Keeping healthy and exercising; hygiene; routine safety
Year 2	Making friends; friendships; what to do when you fall out; working together; marriage (RE)	Resisting pressure and getting help; recognising hurtful behaviour	Recognising respectful behaviour; importance of self-respect, courtesy and being polite; how we are the same and differ	Belonging to a community and looking after the environment; plastic pollution	How internet is used; assessing information online (COMPUTING)	Money and where it comes from; the importance of saving; needs and wants; keeping track of money	Keeping healthy; sleep is important; loss; managing feelings
Year 3	Features of a family; different families; Marriage and divorce	Personal boundaries; safely responding to others; impact of hurtful behaviour	Recognising respectful behaviour and that some have different needs than others; courtesy and being polite	Value of rules and laws; human rights, children's rights; looking after the environment, climate change	How the internet is used; assessing information online (COMPUTING)	positive learning attitude; different jobs and skills; job stereotypes; setting goals	Feeling expressed; feeling managed; feeling healthy; choice; keeping

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Year 4	Positive friendships and how to make them; staying friends; friendships online	Responding to pressure and hurtful behaviour; recognising risk online	Respecting differences and similarities; diversity; discussing difference sensitively	What makes a community; belonging to a community; moving; looking after the environments, energy	Advertisements and how they work	Ways of paying for things; spending decisions and their impact; keeping track of your money	Dental health (SCIENCE); my body and it's natural defences	What is mental health; managing feelings; what is gender	Drugs common to everyday life; keeping safe in different situations
Year 5	Inclusion; effects of hurtful behaviour	Physical contact and feeling safe, my body, my choice	Values and their influence on choices and behaviour	Protecting the environment; rainforest friendly; fair trade	How information online is targeted; assessing information online	Identifying job interests and aspirations; what influences career choices; workplace stereotypes; links between jobs and money	Healthy sleep habits; medicines, vaccinations, immunisations and allergies; sun safety	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Risks in everyday situations; alcohol and its risks; smoking and its risks; basic first aid

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Appendix 2: By the End of Primary School Pupils Should Know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults

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TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 3

Key Words Per Topic Per Year

Year 1

Relationships		
Family and friendship	Safe relationships	Respecting ourselves and others
Special, person, people, friend, family, care, caring, help, thanks. Different, similar, love, respect, important, worried, unhappy.	Pants, underwear, privates, keeping privates private, secret, clothes, touching, looking. Feelings, emotions, online, offline, sharing, safe, joining in, teasing, bullying, trust, friendship, help, support, worried.	Kind, unkind, friendship, behaviour, school, community, rules, important, consequences.
Living in the wider world		
Belonging to a community	Media literacy and Digital Resilience	Money and Work
Rules, enforce, protect, help, safe, consequence. Memory, dementia, forgetting, disease of the brain, help, support, care, community, family. Reduce, reuse, recycling, impact, environment, clean, littering, bin, recycle centre, help, responsibility	Digital, computer, tablet, (smart)phone, internet, use, everyday life.	Qualities, strength, skill, happy, value Job, gender, men, women, attributes, communication, determined, hard-working, creative, interests, strengths, stereotypes opportunity, positive, attitude, improve, resilience, skill, qualifications, talk, creative, goal, aim, success, happy, home, achieve, learn. Money, stolen, safe, bank, coins, notes.
Health and wellbeing		
Physical health and Mental wellbeing	Growing and changing	Keeping safe
Muscles, breathing, exercise, brain, routine, sleep, rest, heart, healthy, chemicals, strength, body, mind Clean, wash, brush, germs, disease, hygiene Treat, healthy, unhealthy, occasional.	Happy, sad, upset, angry, excited, comfortable, uncomfortable, scared, nervous, worried, confused, embarrassed, ashamed, bored, silly, lonely, grumpy, confident, calm, proud, jealous, nervous. Same, different, male, female, boy, girl, body, born, private parts, sex parts, penis, testicles, vagina, vulva, gender.	Internet, safe, image, help, worried, uncomfortable, real, true, false, clicking.

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Year 2

Relationships		
Family and friendship	Safe relationships	Respecting ourselves and others
Friend, good, kind, caring, support, help, listen, share, thoughtful, happy. Conflict, sort, solve, positive, choices, consequences, disagreement, making up, friendship, trust, help, talk, listen. Cooperate, cooperation, team, group, skills, help, support, share, listen, achieve. Marriage, legal, relationship, love, care, commitment, cohabitation, civil partnership, same-sex marriage.	Information, personal, feelings, online, body, adults, trust, help, worry, problem.	Same, different, ourselves, others, individual, together, similar, likes, dislikes.
Living in the wider world		
Belonging to a community	Media literacy and Digital Resilience	Money and Work
Ocean, environment, pollution, plastic, micro-plastics, single-use plastic, recycle		Earning, salary, gifts, money, setting up a business, selling things, buying, pocket money, coins, raise, bank, pounds, pennies. Saving, bank, money, spending, coins, pounds, pennies, keeping money save, goals. Needs, wants, bills, paying, pleasure, necessity, money. Money, bank, online, receipt, keeping a record, calculating.
Health and wellbeing		
Physical health and Mental wellbeing	Growing and changing	Keeping safe
Teeth, healthy, sugar, dental health, dentist, brushing, toothbrush, toothpaste Sleep, sleep deprivation, sleep hygiene, disorientated, routine, bedtime, hallucinating, paranoid, relax, body, mind, healthy. Big feelings, little feelings, good feelings, not so good feelings, unsure, worried, anger, angry, sadness, excited, intensity, happy, heartbroken, scared, thrilled, distressed, glad, furious, overjoyed, terrified, sleepy, exhausted. Change, loss, feelings, special, natural, support.	Grow, change, difference, baby, toddler, child, adult, older person, independent, responsibility.	Risk, danger, hazard, safe, listening, looking, spotting risks. Safe, unsafe, danger, hazard, medicines, pills, tablets, liquids, chemicals, sharp, hot, poisonous, trip, fall, choke, burn, rules, hurt, protect, help, trusted adult. Safe, help, special, people, emergency services, support, rules, 999. Safe, help, special, people, emergency services, support, rules, 99, fire, bad fire, good fire, smoke, alarm.

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Year 3

Relationships		
Family and friendship	Safe relationships	Respecting ourselves and others
taking turns, negotiating. Family, adopted, feelings, worries, loving home, being safe. Adopted, feelings, special object, memories, care, safe, reassurance. Relationships, marriage, unhealthy, unsafe, love, separation, loss, change, divorce.	Passwords, social media, Facebook, online safety, danger signs, keeping privates private, cyber bullying, bullying, hurt, feelings, help, advice.	Dementia, brain, disease, memory, help, community, control.
Living in the wider world		
Belonging to a community	Media literacy and Digital Resilience	Money and Work
Rules, law, enforce, protect, help, safe, parliament Human rights, children's rights Environment, weather, climate, climate change, ice ages, tropical, fossil fuels, carbon dioxide, greenhouse.		Positive, learning, attitude, development, learn, improve, strength, build, strengthen, resilience. Job, role, skill, attribute, strength, CV, Curriculum Vitae, information, employer, qualifications, experience, responsibilities. Job, success, ambition, goal, achievement, challenge, stereotype, gender, skills, effort, equal, fair, opportunities.
Health and wellbeing		
Physical health and Mental wellbeing	Growing and changing	Keeping safe
Feeling, emotion, health, body, mind, good, not so good. Express, describe, intense, strong, happy, sad, scared, angry, worried, pleased, (plus range of vocabulary to describe different feelings). Action, behaviour, situation, surprise, excitement, anger, fear, disappointment, sadness, nervous, embarrassed, relieved, unsure, ashamed, relaxed. Healthy, exercise, heart, head, muscles, balanced diet, heart, rate, saturated, protein, hydrated, hormones, vitamins, minerals, sleep, eat, drink. Consent, choice, habit, resilience, structure, planning, balance, pros, cons, consequences.	Attributes, difference, similarity, personal strength, personal achievement, skill, self-esteem, pride, goal, perseverance, challenge, develop, improve, self-reflection	Risk, danger, hazard, safe, choices, decisions, rules, responsible, consequences, outcome.

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Year 4

Relationships		
Family and friendship	Safe relationships	Respecting ourselves and others
Friends, friendship, interests, hobbies, VIPs, loyal, self-preservation, respect, honesty, anonymous, kind, complimenting. Passwords, social media, Facebook, online safety, danger signs, keeping privates private	Peer pressure, choices, dare, decisions, family, friends, media, comfortable, uncomfortable, right, wrong, feelings. Friends, friendships, kind, bullying, teasing keeping privates private	Difference, similarity, diversity, respect, tolerance, unique
Living in the wider world		
Belonging to a community	Media literacy and Digital Resilience	Money and Work
Belonging, groups, feelings. Homes, moving home, valuing difference, respect, positive relationships, migration, asylum, refugee. Energy, renewable energy, non-renewable energy, hydropower, geothermal, biomass, coal, solar, wind, oil, nuclear, gas, 'green' energy'.	Digital, device, email, social media, posts, comments, website, internet, advert, product, target, digital footprint	Money, payment methods, debit card, credit card, use, notes and coins, cheques, plastic cards, top-up cards, pre-payment, store cards. Charity, budgeting, saving costs, advertising, marketing, products, sales, raising money. Budget, saving, planning, keeping track, spending, bank statements
Health and wellbeing		
Physical health and Mental wellbeing	Growing and changing	Keeping safe
Bacteria, bug, cell, disease, fungi, germ, microbe, micro-organism, microscope, pathogen, probiotic, viruses, antibodies, antigen, immune, inflammation, pathogen, phagocytes, phagocytosis, plasma, white blood cells.	Body, mind, mental, physical, health, wellbeing, balanced lifestyle. Feeling, emotion, moods, thoughts, mental health, events, change, challenge, advice, support, personal network, affirmation. Gender, gender identity, sexuality, (<i>lesbian, gay, cisgender, transgender, sexual orientation, bisexual, pansexual, asexual, gender expression, biological sex, intersex, non-binary, gender fluid, pronouns, transition, gender dysphoria, questioning, queer</i>), stereotypes, different, similar, bullying, teasing, community, working together, The Equality Act 2010.	Drug, recreational, medical, pharmacy, chemist, dangerous, risky, risk.

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Year 5

Relationships		
Family and friendship	Safe relationships	Respecting ourselves and others
Inclusion, positive effects, inclusive behaviour, discrimination, language, challenge, prejudice, stereotype.	Autonomy, consent, contact, touch, appropriate, unwanted, choice, safe, boundaries, control, respect, protect, help, support, tell, consequences, rights.	Values, opinions, beliefs, different views and beliefs, respect, sharing, defending, explaining, influence, peer pressure, peer influence.
Living in the wider world		
Belonging to a community	Media literacy and Digital Resilience	Money and Work
Rainforest, threats, deforestation, wood logging, cattle ranching, agriculture, fires, mining. Fairtrade, working together, animal friendly, wildlife, protecting, climate, farming, rainforest Fair trade, trade, earn, trading.		Opportunities, future, goals, success, fortunate, achievements, skills, jobs, benefit, careers. Innovation, enterprise, business, employer, employee, skills, ideas, original, inventions, creativity, possibility, products, decisions, teamwork, collaborate, problem solving, listening, presenting, advertisement. Stereotype, typical, discriminate, behaviour, characteristics, assumptions.
Health and wellbeing		
Physical health and Mental wellbeing	Growing and changing	Keeping safe
Antibody, antigen, bacteria, disease, immune system, immunise, vaccination, vaccine, virus, White blood cell (WBC). Good quality sleep, bedtime routines, habits, growing, entering puberty, consistent sleep pattern,	Puberty, change, grow, mature, child, teenage, adult, private parts, genitals, vulva, vagina, penis, testicles, breasts, pubic hair, Adam's apple. Internal, inside, reproductive organs, uterus, fallopian tubes, ovary/ovaries, cervix, vulva, vagina, clitoris, labia, menstruation, menstrual cycle, period, blood, sanitary, pads, tampons, re-usable, Adam's apple, penis, testicles, scrotum, sperm, semen, erection, ejaculation, wet dream, pubic hair. Hygiene, clean, cleanliness, self-esteem, self-confidence, sweat, body odour, spots, periods, sanitary protection, tampon, pads, re-usable.	Risk, worth, harm, help, loss, gain, win, lose, positive, negative, consequence, outcome

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Year 6

Relationships		
Family and friendship	Safe relationships	Respecting ourselves and others
Relationship, friendship, couple, love, positive, qualities, values, expectations, responsibility, responsibilities.	Pressure, resist, online, feelings, sharing, manipulate, behaviour, privacy, privacy settings, actions, affecting others, help.	Behaviour, rules, consequences, managing behaviour, managing feelings, responsible, consequences, school, breaking (home)rules, responsible.
Living in the wider world		
Belonging to a community	Media literacy and Digital Resilience	Money and Work
Influence, manipulation, persuasion, vulnerable, extremism, extremist, prejudice. Water cycle, rain, snow, sleet, safe water, hygiene, sanitation germs, toilet, gravity flow system, rainwater harvest, composting latrine, accessible toilet, climate change.		Money, saving, keeping money safe, want, need, choice, feelings.
Health and wellbeing		
Physical health and Mental wellbeing	Growing and changing	Keeping safe
Social media, online, offline, wellbeing, individual, community, limits, restrictions, actions, messaging, positive, negative. Friendships, relationships, online, face-to-face, online forum, chatroom, social media. News, feelings, emotions, affects, managing feelings and emotions, appropriate, sharing, private, information, report, concerns, Transition, hopes, fears, challenges, concerns, worries, anxieties, strategies, support.	Change, new, relationships, transition, routine, unknown, difference, support and guidance. Transition, change. Friendship, relationship, transition Love, respect, consent, commitment, female, male, human, reproduction, sex, sexual intercourse, fertilised, sperm, ovum, penis, vulva, vagina, fallopian tubes, pregnancy, baby, foetus, uterus, womb, conception.	Film, content, trailer, age ratings, child, adult, compliance, limits, guidelines, classification, rules, law. Film, content, child, adult, age rating, feelings, trailer, classification, rules, advice. Critical thinking, fact, opinion, trust, sources, checklist. Critical thinking, fact, opinion, trust, sources, checklist. Legal, illegal, drugs, risks, effects, harm, misuse, medicines. Drugs, law. Peer pressure, effects, techniques to resist. Media, advertisement

Relationships, Sex and Health Education Policy

Appendix 4: 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	