



TATSFIELD PRIMARY SCHOOL

**Relationships and Sex Education
(RSE) Policy**

June 2022

RELATIONSHIPS AND SEX EDUCATION POLICY

VISION STATEMENT OF TATSFIELD PRIMARY SCHOOL

Children, staff and parents working actively in partnership to enable all children to realise their full potential.

We aim to help our children to:

- Develop into happy and confident individuals with a secure foundation in learning that will last throughout their lives
- Appreciate and understand moral and religious beliefs and develop a respectful attitude for the views of others
- Develop enquiring minds, be confident to ask questions and take risks with a desire to achieve
- Be independent learners and thinkers who are able to seek solutions creatively and co-operatively
- Be caring, resilient and responsible individuals

Aim High, Achieve More



Background information on the school and its community

Tatsfield Primary is a village school for children aged 4-11 and is very much involved in the local community. We recognise that our children are from a range of denominations, including Christian, other major religions as well as agnostic and our PSHE curriculum is tailored to meet the needs of all children and to increase awareness of differing perspectives in a culturally diverse society.

Consultation process

This policy has been written in consultation with staff, governors and parents. Consultation has taken the form of a parent letter and pupil workshops with Year 6 as well as staff and Governor meetings.

Links with other policies

The RSE (Relationships and Sex Education) Policy reflects the aims and objectives of the PSHE Policy, Teaching and Learning and Equal Opportunities policies. RSE is firmly embedded within the school's PSHE/Citizenship Programme. This ensures that RSE helps pupils to develop knowledge and understanding through a range of skills, attitudes and values which are at the heart of the PSHE curriculum.

Aims and Objectives of the RSE Programme

Relationship and sex education is part of the school's provision which is concerned with personal relationships and sexual health, accepting that this provision is rooted in the whole curriculum, the organisation and the ethos of the school.

The school has embraced the Department for Education changes to 'Relationships Education, Relationships and Sex Education (RSE) and Health Education', which became statutory in summer 2020. Primary schools are encouraged by the Department of Education to deliver Sex Education that ensures that both boys and girls are prepared for the changes 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. Health Education, covers the key facts about puberty and the changing adolescent body. It states that:

The 2000 DfE circular has been replaced by 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' From summer 2020 it has been statutory for schools to deliver Relationships Education in primary schools, and are encouraged by the Department of Education to deliver Sex Education that ensures that both boys and girls are prepared for the changes 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. Health Education, which was statutory from 2020, covers the key facts about puberty and the changing adolescent body. It states that:

'To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.' (DfE 2019)

At Tatsfield Primary School, teachers deliver RSE as part of Personal, Social and Health Education (PSHE) lessons in order to meet our Spiritual, Moral, Cultural and Spiritual obligations.

We aim to:

- Provide a safe and secure atmosphere within which ground rules have been established
- Provide a programme which give accurate and relevant information
- Develop confidence in talking, listening and thinking about feelings and relationships
- Prepare pupils for puberty
- Enable pupils to develop a personal code and respect for others' beliefs and values
- Give pupils an understanding of the age of consent

Pupils should be able to:

- Name body parts and describe how their bodies work
- Begin to make informed choices
- Explore their feelings and relationships in order to promote self-knowledge, self respect, self esteem and respect for others

Defining Relationships Education

Relationships Education at Tatsfield Primary School focusses on the essential features of positive relationships, with particular focus on friendships, family relationships, and relationships with other peers and adults. We believe that children should learn about relationships as well as the emotional, social and physical aspects of growing up, human sexuality and sexual health in an age-appropriate way. This goes beyond learning about relationships, to include puberty, how a baby is conceived and born, body ownership, and safeguarding.

During RSE lessons, children think about their emotional, social and cultural development, learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It is taught within the context of family life. We acknowledge that 'families' can take many forms and are sensitive to the different family structures.

RSE is not about the promotion of sexual activity.

Organisation

Relationship and Sex Education (RSE) is provided within a broader PSHE programme of study where wider issues of promoting family, friendships, respectful relationships both on and offline, safety, physical and emotional health, positive behaviour and social responsibility are addressed.

The Governors together with the Headteacher and PSHE leader are responsible for ensuring delivery of RSE by class teachers.

Teaching and Learning Strategies

Children will be taught as a class to ensure all children acquire an understanding of how both sexes physically and emotionally develop. There is a good balance of content for both girls and boys.

In keeping with the school's approach to PSHE a variety of teaching and learning strategies are used as appropriate to the topic and the needs of the pupils. Strategies which may be specific to RSE include:

- Establishing ground rules with pupils
- Knowing how to deal with unexpected questions or comments from pupils
- Using discussion and role play
- Using group work
- Encouraging reflection

Ground rules have been developed as part of our policy and are as follows:

- No-one (teacher or pupil) will have to answer a personal question
- Children will be encouraged but not forced to take part in discussion - they may 'pass'
- Children will be reminded of the confidentiality of issues discussed in RSE
- Only the correct names for body parts will be used
- Meanings of words will be explained in a sensible and factual way

As with PSHE lessons, we take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

If a child asks an inappropriate question the teacher will respond by saying that as it's not covered in our planned programme, they should ask that question of their parents.

Sexual Orientation

On average, about 5% of pupils will go on to define themselves as lesbian, gay, bi-sexual or transsexual (LGBT). Students may also have LGBT parents/carers, brothers or sisters, other family members and/or friends. Our curriculum acknowledges this and includes sensitive, honest and balanced consideration of sexuality.

Content of RSE

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

The school uses the Coram Life SCARF scheme of work and each year group follows the same theme each half term:

Autumn 1: Me and My Relationships
Autumn 2: Valuing Difference
Spring 1: Keeping Myself Safe
Spring 2: Rights and Responsibilities
Summer 1: Being My Best
Summer 2: Growing and Changing

Sex education will commence in Key Stage 1 and will continue throughout Key Stage 2. (See coverage breakdown in Appendix 1).

The majority of the Key Stage 2 sex education programme is delivered in the summer of Year 5. The children will have received the foundations of RSE in earlier year groups and will be able to draw upon this knowledge. We have found that this is a successful time to deliver the programme as the children are generally emotionally ready to cope with the content in a mature manner.

Our Sex Education curriculum covers:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- menstrual wellbeing including the key facts about the menstrual cycle

Coram Life's SCARF programme of study and the 'BBC Active: Sex and Relationship Education' Whiteboard Active ICT program will be used to support the delivery of RSE in Year 5.

The following extracts will be used:

Unit 2: Cycle of Life

- Puberty and sex (Stopped at flag 4)
- Puberty: The inside story
- Sexual intercourse
- The Inside Story: How a baby grows
- Having a baby

Parental rights to withdraw their children

Parents do not have the right to withdraw their children from Relationships Education.

All parents have the right to withdraw their children from all or part of the sex education programme other than those elements which are required by the National Curriculum Science Order.

If parents wish to withdraw their child from RSE, the school will respect their wishes. A child will be provided with alternative work to do if they are withdrawn from a lesson.

A copy of the RSE policy is available for all parents and they will be given an opportunity to view the DVD being used in class to support the RSE programme.

How will the school respond to specific issues related to Sex and Relationships Education?

Through a workshop evening the staff, parents and governors have agreed on the following:

- HIV and AIDS will be discussed in the context of drug-taking not sexual activity (Y6)
- Responding to pupils' questions - inappropriate questions will be directed towards parents
- Acceptance that people are involved in different sorts of relationships other than heterosexual relationships

- Awareness of cultural/religious differences and dimensions
- Meeting the needs of all children

Confidentiality

Children are discouraged from discussing the Sex Education lessons with younger children.

Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate but will immediately inform the named person for child protection issues about their concerns. The headteacher will then deal with the matter in consultation with health care professionals (see also our policy on Child Protection).

Monitoring and Evaluation

The curriculum will be monitored and evaluated by the PSHE leader through our usual systems, including: planning scrutinies, learning walks, lesson observations or drop-ins

Pupils' development in RSE is monitored by class teachers using our PSHE Excel assessment spreadsheets.

The Headteacher and the Governors also have a responsibility to monitor the subject.

Professional Development for staff

Training within the school's calendar of ongoing professional development is provided which helps teachers to deliver RSE in an objective manner and needs to address the knowledge, skills and attitudes teachers need to acquire.

Teachers are given training in how to answer difficult questions and responses are agreed by staff.

Children who are Looked After

We recognise looked after children may need special consideration and staff will take this into account during lessons.

Policy Review

The RSE Policy will be reviewed yearly. If a particular incident should occur which affects practice or if new guidance is published, this date may need to be brought forward.

Our school's policy on RSE is based on the DfE document, 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers.' (DfE 2019) which supercedes the fES document *Sex and Relationship Education Guidance* (DfES 0116/2000).

This policy should be read in conjunction with the following policies:

- PSHE Policy
- Safeguarding (inc. responding to disclosures)
- Anti-bullying policy
- Equality, diversity and inclusion policy
- DfE Keeping children safe in education (2020)

Review date June 2023

APPENDIX 1:
RSE TAUGHT IN YEAR GROUPS

Year R	
Autumn	<p>All about Me What Makes Me Special Me and My Special People Who Can Help Me? My Feelings (2 lessons) I'm Special, You're Special Same and Different Same and Different Families Same and Different Homes Kind and Caring (2 lessons)</p>
Spring	<p>Listen to My Feelings Keeping Safe Online People Who Keep Me Safe Looking After My Special People Looking After My Friends Being helpful at home and caring for our Classroom</p>
Summer	<p>Life Stages: Human life stage - Who will I be? Where do Babies Come From? Getting Bigger Me and My Body - Boys and Girls</p>

Year 1	
Autumn	<p>Why We Have Classroom Rules Understand that classroom rules help everyone to learn and be safe; Explain their classroom rules and be able to contribute to making these.</p> <p>Thinking About Feelings Recognise how others might be feeling by reading body language/facial expressions; Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)</p> <p>Our Feelings Identify a range of feelings; Identify how feelings might make us behave: Suggest strategies for someone experiencing 'not so good' feelings to manage these.</p> <p>Our Special People Balloons Recognise that they belong to various groups and communities such as their family; Explain how these people help us and we can also help them to help us.</p> <p>Good Friends Identify simple qualities of friendship; Suggest simple strategies for making up.</p> <p>How Are You Listening? Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations; Give and receive positive feedback, and experience how this makes them feel.</p>

	<p>Same or Different? Identify the differences and similarities between people; Empathise with those who are different from them; Begin to appreciate the positive aspects of these differences.</p> <p>Unkind, Tease or Bully? Explain the difference between unkindness, teasing and bullying; Understand that bullying is usually quite rare.</p> <p>Harold's School Rules Explain some of their school rules and how those rules help to keep everybody safe.</p> <p>Who Are Our Special People? Identify some of the people who are special to them; Recognise and name some of the qualities that make a person special to them.</p> <p>It's Not Fair! Recognise and explain what is fair and unfair, kind and unkind; Suggest ways they can show kindness to others.</p>
Spring	<p>Who Can Help? Recognise emotions and physical feelings associated with feeling unsafe; Identify people who can help them when they feel unsafe.</p> <p>Good or Bad Touches? Understand and learn the PANTS rules; Name and know which parts should be private; Explain the difference between appropriate and inappropriate touch; Understand that they have the right to say "no" to unwanted touch; Start thinking about who they trust and who they can ask for help.</p> <p>Taking Care of Something Demonstrate responsibility in looking after something (e.g. a class pet or plant); Explain the importance of looking after things that belong to themselves or to others.</p>
Summer	<p>Pass on the Praise! Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations; Give and receive positive feedback, and experience how this makes them feel.</p> <p>Harold Has a Bad Day Recognise how a person's behaviour (including their own) can affect other people.</p> <p>Taking Care of a Baby Understand some of the tasks required to look after a baby; Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.</p> <p>Then and Now Identify things they could do as a baby, a toddler and can do now; Identify the people who help/helped them at those different stages.</p> <p>Who Can Help? Explain the difference between teasing and bullying; Give examples of what they can do if they experience or witness bullying; Say who they could get help from in a bullying situation.</p> <p>Surprises and Secrets Explain the difference between a secret and a nice surprise; Identify situations as being secrets or surprises; Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to</p>

	<p>keep.</p> <p>Keeping Privates Private Identify parts of the body that are private; Describe ways in which private parts can be kept private; Identify people they can talk to about their private parts.</p>
--	---

Year 2	
Autumn	<p>Our Ideal Classroom (2 lessons) Suggest actions that will contribute positively to the life of the classroom; Make and undertake pledges based on those actions; Take part in creating and agreeing classroom rules.</p> <p>Bullying or Teasing? Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; Identify situations as to whether they are incidents of teasing or bullying.</p> <p>Don't Do That! Understand and describe strategies for dealing with bullying; Rehearse and demonstrate some of these strategies.</p> <p>Types of Bullying Explain the difference between bullying and isolated unkind behaviour; Recognise that there are different types of bullying and unkind behaviour; Understand that bullying and unkind behaviour are both unacceptable ways of behaving.</p> <p>Being a Good Friend Recognise that friendship is a special kind of relationship; Identify some of the ways that good friends care for each other.</p> <p>What Makes Us Who We Are? Identify some of the physical and non-physical differences and similarities between people; Know and use words and phrases that show respect for other people.</p> <p>My Special People Identify people who are special to them; Explain some of the ways those people are special to them.</p> <p>An Act of Kindness Recognise and describe acts of kindness and unkindness; Explain how these impact on other people's feelings; Suggest kind words and actions they can show to others; Show acts of kindness to others in school.</p> <p>Solve the Problem Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.</p>

Spring	<p>How Safe Would You Feel? Identify situations in which they would feel safe or unsafe; Suggest actions for dealing with unsafe situations including who they could ask for help.</p> <p>What Should Harold Say? Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.</p> <p>I Don't Like That! Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; Identify the types of touch they like and do not like; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</p> <p>Fun or Not? Recognise that some touches are not fun and can hurt or be upsetting; Know that they can ask someone to stop touching them; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</p> <p>Should I Tell? Identify safe secrets (including surprises) and unsafe secrets; Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.</p> <p>Some Secrets Should Never be Kept Identify how inappropriate touch can make someone feel; Understand that there are unsafe secrets and secrets that are nice surprises; Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.</p> <p>Getting on With Others Describe and record strategies for getting on with others in the classroom.</p> <p>Feeling Safe Identify special people in the school and community who can help to keep them safe; Know how to ask for help.</p>
Summer	<p>What Does My Body Do? Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); Describe how food, water and air get into the body and blood.</p> <p>A Helping Hand Demonstrate simple ways of giving positive feedback to others.</p> <p>Haven't You Grown! Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); Understand and describe some of the things that people are capable of at these different stages.</p> <p>My Body, Your Body Identify which parts of the human body are private; Explain that a person's genitals help them to make babies when they are grown up; Understand that humans mostly have the same body parts but that they can look different from person to person. This lesson also links with the Year 2 science programme of study: Science Y2 Living things and their habitats (Non-statutory guidance) Pupils should raise and answer questions that help them to become familiar with the life processes that are common to all living things.</p>

	<p>Science Y2 Animals including humans Notice that animals, including humans, have offspring which grow into adults.</p> <p>Respecting Privacy Explain what privacy means; Know that you are not allowed to touch someone's private belongings without their permission; Give examples of different types of private information.</p>
--	---

Year 3	
Autumn	<p>Looking After Our Special People Identify people who they have a special relationship with; Suggest strategies for maintaining a positive relationship with their special people.</p> <p>How Can We Solve This Problem? Rehearse and demonstrate simple strategies for resolving given conflict situations.</p> <p>Dan's Dare Explain what a dare is; Understand that no-one has the right to force them to do a dare; Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.</p> <p>Thunks Express opinions and listen to those of others; Consider others' points of view; Practise explaining the thinking behind their ideas and opinions.</p> <p>Friends Are Special Identify qualities of friendship; Suggest reasons why friends sometimes fall out; Rehearse and use, now or in the future, skills for making up again.</p> <p>Family and Friends Recognise that there are many different types of family; Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'</p> <p>Respect and Challenge Reflect on listening skills; Give examples of respectful language; Give examples of how to challenge another's viewpoint, respectfully.</p> <p>Our Friends and Neighbours Explain that people living in the UK have different origins; Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.</p> <p>Let's Celebrate Our Differences Recognise the factors that make people similar to and different from each other; Recognise that repeated name calling is a form of bullying; Suggest strategies for dealing with name calling (including talking to a trusted adult).</p> <p>Zeb Understand and explain some of the reasons why different people are bullied; Explore why people have prejudiced views and understand what this is.</p>
Spring	<p>Safe or Unsafe? Identify situations which are safe or unsafe;</p>

	<p>Identify people who can help if a situation is unsafe; Suggest strategies for keeping safe.</p> <p>Danger or Risk? Define the words danger and risk and explain the difference between the two; Demonstrate strategies for dealing with a risky situation.</p> <p>The Risk Robot Identify risk factors in given situations; Suggest ways of reducing or managing those risks.</p> <p>Super Searcher Evaluate the validity of statements relating to online safety; Recognise potential risks associated with browsing online; Give examples of strategies for safe browsing online.</p> <p>None or Your Business! Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; Recognise and describe appropriate behaviour online as well as offline; Identify what constitutes personal information and when it is not appropriate or safe to share this; Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.</p> <p>Raisin Challenge Demonstrate strategies for assessing risks; Understand and explain decision-making skills; Understand where to get help from when making decisions.</p> <p>Helping Each Other to Stay Safe Identify key people who are responsible for them to stay safe and healthy; Suggest ways they can help these people.</p>
Summer	<p>For or Against? Develop skills in discussion and debating an issue; Demonstrate their understanding of health and wellbeing issues that are relevant to them; Empathise with different view points; Make recommendations, based on their research.</p> <p>I Am Fantastic! Identify their achievements and areas of development; Recognise that people may say kind things to help us feel good about ourselves; Explain why some groups of people are not represented as much on television/in the media.</p> <p>Relationship Tree Identify different types of relationships; Recognise who they have positive healthy relationships with.</p> <p>Body Space Understand what is meant by the term body space (or personal space); Identify when it is appropriate or inappropriate to allow someone into their body space; Rehearse strategies for when someone is inappropriately in their body space.</p> <p>Secret or Surprise? Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</p>

Autumn	<p>An Email From Harold! Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; Explain how different words can express the intensity of feelings.</p> <p>Ok or Not Ok? (lesson 1) Explain what we mean by a 'positive, healthy relationship'; Describe some of the qualities that they admire in others.</p> <p>Ok or Not Ok? (lesson 2) Recognise that there are times when they might need to say 'no' to a friend; Describe appropriate assertive strategies for saying 'no' to a friend.</p> <p>Human Machines Demonstrate strategies for working on a collaborative task; Define successful qualities of teamwork and collaboration.</p> <p>Different Feelings Identify a wide range of feelings; Recognise that different people can have different feelings in the same situation; Explain how feelings can be linked to physical state.</p> <p>Under Pressure Give examples of strategies to respond to being bullied, including what people can do and say; Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.</p> <p>Can You Sort It? Define the terms 'negotiation' and 'compromise'; Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.</p> <p>Islands Understand that they have the right to protect their personal body space; Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.</p> <p>Friend or Acquaintance? Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); Give examples of features of these different types of relationships, including how they influence what is shared.</p> <p>What Would I Do? List some of the ways that people are different to each other (including differences of race, gender, religion); Recognise potential consequences of aggressive behaviour; Suggest strategies for dealing with someone who is behaving aggressively.</p> <p>The People We Share Our World With List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals); Define the word respect and demonstrate ways of showing respect to others' differences.</p> <p>That Is Such a Stereotype! Understand and identify stereotypes, including those promoted in the media.</p>
Spring	<p>Danger, Risk or Hazard? Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; Identify situations which are either dangerous, risky or hazardous; Suggest simple strategies for managing risk.</p>

	<p>Picture Wise Identify images that are safe/unsafe to share online; Know and explain strategies for safe online sharing; Understand and explain the implications of sharing images online without consent.</p> <p>How Dare You! Define what is meant by the word 'dare'; Identify from given scenarios which are dares and which are not; Suggest strategies for managing dares.</p> <p>Keeping Ourselves Safe Describe stages of identifying and managing risk; Suggest people they can ask for help in managing risk.</p> <p>Raisin Challenge (2) Understand that we can be influenced both positively and negatively; Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.</p> <p>Who Helps Us Stay Healthy and Safe? Explain how different people in the school and local community help them stay healthy and safe; Define what is meant by 'being responsible'; Describe the various responsibilities of those who help them stay healthy and safe; Suggest ways they can help the people who keep them healthy and safe.</p> <p>How Do We Make a Difference? Understand the reason we have rules; Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council); Recognise that everyone can make a difference within a democratic process.</p> <p>In the News! Define the word influence; Recognise that reports in the media can influence the way they think about an topic; Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.</p> <p>Safety in Numbers Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; Recognise that they can play a role in influencing outcomes of situations by their actions.</p>
Summer	<p>What Makes Me ME! Identify ways in which everyone is unique; Appreciate their own uniqueness; Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</p> <p>Making Choices Give examples of choices they make for themselves and choices others make for them; Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</p> <p>My Feelings are All Over the Place! Name some positive and negative feelings; Understand how the onset of puberty can have emotional as well as physical impact Suggest reasons why young people sometimes fall out with their parents; Take part in a role play practising how to compromise.</p>

	<p>Secret or Surprise? Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</p> <p>Together Understand that marriage is a commitment to be entered into freely and not against someone's will; Recognise that marriage includes same sex and opposite sex partners; Know the legal age for marriage in England or Scotland; Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.</p>
--	---

Year 5	
Autumn	<p>Give and Take Explain what is meant by the terms negotiation and compromise; Describe strategies for resolving difficult issues or situations.</p> <p>How Good a Friend Are You? Demonstrate how to respond to a wide range of feelings in others; Give examples of some key qualities of friendship; Reflect on their own friendship qualities.</p> <p>Relationship cake Recipe Identify what things make a relationship unhealthy; Identify who they could talk to if they needed help.</p> <p>Being Assertive Identify characteristics of passive, aggressive and assertive behaviours; Understand and rehearse assertiveness skills.</p> <p>Communication Understand that online communication can be misinterpreted; Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.</p> <p>Qualities of Friendship Define some key qualities of friendship; Describe ways of making a friendship last; Explain why friendships sometimes end.</p> <p>Kind Conversations Rehearse active listening skills; Demonstrate respectfulness in responding to others; Respond appropriately to others.</p> <p>Happy Being Me Develop an understanding of discrimination and its injustice, and describe this using examples; Empathise with people who have been, and currently are, subjected to injustice, including through racism; Consider how discriminatory behaviour can be challenged.</p> <p>The Land of the Red People Identify and describe the different groups that make up their school/wider community/other parts of the UK; Describe the benefits of living in a diverse society; Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</p>

	<p>Is It True? Understand that the information we see online, either text or images, is not always true or accurate; Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them; Understand and explain the difference between sex, gender identity, gender expression and sexual orientation.</p> <p>It Could Happen to Anyone Identify the consequences of positive and negative behaviour on themselves and others; Give examples of how individual/group actions can impact on others in a positive or negative way.</p>
Spring	<p>Jay's Dilemma Recognise that there are positive and negative risks; Explain how to weigh up risk factors when making a decision; Describe some of the possible outcomes of taking a risk.</p> <p>Spot Bullying Demonstrate strategies to deal with both face-to-face and online bullying; Demonstrate strategies and skills for supporting others who are bullied; Recognise and describe the difference between online and face-to-face bullying.</p> <p>Ella's Diary Dilemma Define what is meant by a dare; Explain why someone might give a dare; Suggest ways of standing up to someone who gives a dare.</p> <p>Decision Dilemmas Recognise which situations are risky; Explore and share their views about decision making when faced with a risky situation; Suggest what someone should do when faced with a risky situation.</p> <p>Play, Like, Share Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private; Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face; Know how to protect personal information online; Recognise disrespectful behaviour online and know how to respond to it.</p> <p>Would You Risk It? Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks; Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.</p> <p>Fact or Opinion? Understand the difference between a fact and an opinion; Understand what biased reporting is and the need to think critically about things we read.</p>
Summer	<p>Independence and Responsibility Identify people who are responsible for helping them stay healthy and safe; Identify ways that they can help these people.</p> <p>Star Qualities? Describe 'star' qualities of celebrities as portrayed by the media; Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; Describe 'star' qualities that 'ordinary' people have.</p>

How Are They Feeling?

Use a range of words and phrases to describe the intensity of different feelings
Distinguish between good and not so good feelings, using appropriate vocabulary to describe these;
Explain strategies they can use to build resilience.

Taking Notice of Our Feelings

Identify people who can be trusted;
Understand what kinds of touch are acceptable or unacceptable;
Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.

Dear Hetty

Explain how someone might feel when they are separated from someone or something they like;
Suggest ways to help someone who is separated from someone or something they like.

It Could Happen to Anyone

Identify the consequences of positive and negative behaviour on themselves and others;
Give examples of how individual/group actions can impact on others in a positive or negative way.

Help! I'm a Teenager - Get Me Out of Here!

Recognise how our body feels when we're relaxed;
List some of the ways our body feels when it is nervous or sad;
Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.

Dear Ash

Explain the difference between a safe and an unsafe secret;
Identify situations where someone might need to break a confidence in order to keep someone safe.

Stop, Start, Stereotypes

Recognise that some people can get bullied because of the way they express their gender;
Give examples of how bullying behaviours can be stopped.

Sex Education

the same content relating to puberty and sex education remains. The BBC programme will be used to cover RSE.

The SCARF units covering puberty and periods from Year 3, 4 and 5 will be taught in Year 5.
See content of the Year 3,4 and 5 lessons below:

Year 3: My Changing Body

Recognise that babies come from the joining of an egg and sperm;
Explain what happens when an egg doesn't meet a sperm;
Understand that for girls, periods are a normal part of puberty.

Year 4: All Change!

Identify parts of the body that males and females have in common and those that are different;
Know the correct terminology for their genitalia;
Understand and explain why puberty happens.

Year 4: Period Positive

Know the key facts of the menstrual cycle;
Understand that periods are a normal part of puberty for girls;
Identify some of the ways to cope better with periods.

Year 5: Changing Bodies and Feelings

Know the correct words for the external sexual organs;

	<p>Discuss some of the myths associated with puberty.</p> <p>Year 5: Growing Up and Changing Bodies Identify some products that they may need during puberty and why; Know what menstruation is and why it happens.</p>
--	--

Year 6	
Autumn	<p>Solve the Friendship Problem Recognise some of the challenges that arise from friendships; Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.</p> <p>Assertiveness Skills List some assertive behaviours; Recognise peer influence and pressure; Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.</p> <p>Behave Yourself Recognise and empathise with patterns of behaviour in peer-group dynamics; Recognise basic emotional needs and understand that they change according to circumstance; Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.</p> <p>Dan's Day Describe the consequences of reacting to others in a positive or negative way; Suggest ways that people can respond more positively to others.</p> <p>Don't Force Me Describe ways in which people show their commitment to each other; Know the ages at which a person can marry, depending on whether their parents agree; Understand that everyone has the right to be free to choose who and whether to marry.</p> <p>Acting Appropriately Recognise that some types of physical contact can produce strong negative feelings; Know that some inappropriate touch is also illegal.</p> <p>It's a Puzzle Identify strategies for keeping personal information safe online; Describe safe and respectful behaviours when using communication technology.</p> <p>OK to be Different Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; Suggest strategies for dealing with bullying, as a bystander; Describe positive attributes of their peers.</p> <p>We Have More in Common Than Not Know that all people are unique but that we have far more in common with each other than what is different about us; Consider how a bystander can respond to someone being rude, offensive or bullying someone else; Demonstrate ways of offering support to someone who has been bullied.</p> <p>Respecting Differences Demonstrate ways of showing respect to others, using verbal and non-verbal communication.</p>

	<p>Tolerance and Respect for Others</p> <p>Understand and explain the term prejudice; Identify and describe the different groups that make up their school/wider community/other parts of the UK; Describe the benefits of living in a diverse society; Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</p> <p>Advertising Friendships Explain the difference between a friend and an acquaintance; Describe qualities of a strong, positive friendship; Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).</p> <p>Boys Will be Boys? Challenging Gender Stereotypes Define what is meant by the term stereotype; Recognise how the media can sometimes reinforce gender stereotypes; Recognise that people fall into a wide range of what is seen as normal; Challenge stereotypical gender portrayals of people.</p>
Spring	<p>Think Before You Click! Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; Understand and describe the ease with which something posted online can spread.</p> <p>Traffic Lights Identify strategies for keeping personal information safe online; Describe safe behaviours when using communication technology.</p> <p>To Share or Not to Share? Know that it is illegal to create and share sexual images of children under 18 years old; Explore the risks of sharing photos and films of themselves with other people directly or online; Know how to keep their information private online.</p> <p>Joe's Story (part 1) Understand that all humans have basic emotional needs and explain some of the ways these needs can be met; Explain how these emotional needs impact on people's behaviour; Suggest positive ways that people can get their emotional need met.</p> <p>Joe's Story (part 2) Understand and give examples of conflicting emotions; Understand and reflect on how independence and responsibility go together.</p> <p>Two Sides to Every Story Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; Describe the language and techniques that make up a biased report; Analyse a report also extract the facts from it.</p> <p>Fakebook Friends Know the legal age (and reason behind these) for having a social media account; Understand why people don't tell the truth and often post only the good bits about themselves online; Recognise that people's lives are much more balanced in real life, with positives and negatives.</p>
Summer	<p>What's the Risk? (1) Identify risk factors in a given situation; Understand and explain the outcomes of risk-taking in a given situation, including emotional risks.</p>

What's the Risk? (2)

Recognise what risk is;
Explain how a risk can be reduced;
Understand risks related to growing up and explain the need to be aware of these;
Assess a risk to help keep themselves safe.

Helpful or Unhelpful? Managing Change

Recognise some of the changes they have experienced and their emotional responses to those changes;
Suggest positive strategies for dealing with change;
Identify people who can support someone who is dealing with a challenging time of change.

I Look Great!

Understand that fame can be short-lived;
Recognise that photos can be changed to match society's view of perfect;
Identify qualities that people have, as well as their looks.

Media Manipulation

Define what is meant by the term stereotype;
Recognise how the media can sometimes reinforce gender stereotypes;
Recognise that people fall into a wide range of what is seen as normal;
Challenge stereotypical gender portrayals of people.

Pressure Online

Understand the risks of sharing images online and how these are hard to control, once shared;
Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;
Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.

Is this Normal?

Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;
Suggest strategies that would help someone who felt challenged by the changes in puberty;
Understand what FGM is and that it is an illegal practice in this country;
Know where someone could get support if they were concerned about their own or another person's safety.
FGM is raised in the context of, 'Who is the best person to decide what happens to a person's body?' and briefly explaining what FGM is.

Dear Ash

Explain the difference between a safe and an unsafe secret;
Identify situations where someone might need to break a confidence in order to keep someone safe.

What is HIV?

Explain how HIV affects the body's immune system;
Understand that HIV is difficult to transmit;
Know how a person can protect themselves from HIV.