Repton Primary School

Relationships and Sex Education (RSE) Policy

Date:	September 2023
Date reviewed:	
Minute number:	
To be reviewed:	Bi-annually

Primary Relationships and Sex Education (RSE) Policy

Why Do We Teach Relationships and Sex Education?

This school policy is in line with current regulations from the Department of Education (DfE) on Relationships Education, Relationships and Sex Education (RSE) and Health Education (Feb 2019 – Updated 13th September 2021). Relationships Education and Health Education are taught in this school as statutory subjects. Elements of sex education, though non-statutory are also part of an integrated PSHE programme of work. For the purposes of this policy we will refer to Relationships Education and Sex Education as combined subjects, as any learning about the physical and sexual aspects of growing up is taught in the context of positive healthy relationships.

Relationships and Sex Education make a significant contribution to the school's legal duties to

- prepare pupils for the opportunities, responsibilities and experiences of adult life, and
- promote the spiritual, moral, social cultural mental and physical development of pupils

It is taught in the context of the of our school vision statement….

"At Repton Primary School we take pride in creating a vibrant school community, based on equality, respect and inclusion. We develop inquisitive minds, ask challenging questions and encourage deep answers. Our children have a real thirst for learning, becoming resilient and persevering when things get challenging. We pride ourselves with working closely with our community and all our families within it. Working together, we have a shared responsibility to encourage aspirations and help all succeed."

Relationships and Sex Education is defined by the PSHE Association as "learning about the emotional, social and physical aspects of growing up, relationships, human reproduction, human sexuality and sexual health". This content is delivered in an age appropriate way in our school with regard to the age and stage of pupils.

The aim of Relationships and Sex Education in our school is to equip children and young people with the information, skills and values they need to have safe, fulfilling and enjoyable relationships and take responsibility for their health and wellbeing.
We recognise the central importance of relationships in supporting children and young people's mental health and wellbeing, academic achievement and future success. We aim to put in the key building blocks of healthy respectful relationships, focussing on family and friendships, in all contexts, including online. Our programme also aims to support pupils in their personal development with regard to attributes such as kindness, integrity, generosity and honesty. These approaches support our wider work of building resilience in our pupils.

At Repton Primary School we deliver age appropriate sex education as an integrated part of our PSHE programme. We recognise the prevalence of information and attitudes about relationships and sex that children and young people are exposed to and aim to provide an environment where they can receive reliable information about their bodies, and feel comfortable to ask questions, rather than turn to inappropriate sources. We take a rights-based approach to relationships and sex education.

We focus on attitudes, values and skills as well as knowledge and understanding. This will include developing self-esteem, the skills to manage relationships and most importantly keep themselves safe in all their relationships.

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about relationships and sex, are more likely to be discerning in their relationships and sexual behaviours and to have fulfilling relationships.

At Repton Primary School we recognise the impact of social media, the media and the digital world on our children and young people. We aim to deliver an RSE programme that recognises and addresses this to ensure that pupils know how to keep themselves and their personal information safe.

What does our RSE Curriculum Include?

The DfE recognises 5 elements to Relationships Education. These are:

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

In Key Stage 1 (age 5-7) children will learn about recognising, naming and managing their emotions; what makes them special; what makes a good friend; how to be kind to others; what's special about them and their families; how families are different; life cycles; about changes and how they have changed since babyhood; how boys and girls bodies are different; the correct names for sexual body parts; that some parts of their body are private; how to ask for help if they are worried or concerned.

In Lower Key Stage 2 (age 7-9) pupils learn about change in friendships, relationships and families; how to be a good friend online and offline; managing conflict in friendships; how and why their bodies are changing; staying safe online; about gender stereotypes and their impact; about feelings and how to cope with them; that a male and a female are needed to make a baby; what a baby needs, about privacy, boundaries and secrets and who to talk to if they feel anxious or unhappy.

In Upper Key Stage 2 (age 9-11) pupils learn about the important relationships in their life; about how to show love to others; the different kinds of families and partnerships ; about marriage and stable loving relationships and their importance for having babies and bringing up children; how to recognise healthy and unhealthy

relationships; the different types of bullying, why they are unacceptable and how to respond; the physical and emotional changes in puberty, including menstruation, and how to cope with them; how babies are conceived, how they develop and are born; the impact of social media on self-esteem, body image, health and safety and ways to manage this.

Some elements of sex education are statutory. Learning about 'the changing adolescent body' is part of statutory Health Education. Children will learn key facts about puberty including physical and emotional changes, about menstruation and the key facts about the life cycle.

National Curriculum Science is also statutory. This includes:
Key Stage 1

- Identify, name, draw and label the basic parts of the body and say which part of the body is associated with each sense
- That animals, including humans, have offspring that grow into adults

Key Stage 2

- Describe the differences in the life cycle of a mammal, an amphibian and insect and a bird
- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

Equality

Repton Primary School delivers RSE with regards to the Equality Act 2010 and observance of the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership and sexual orientation. We recognise that children have varying needs regarding RSE depending on their circumstances and background. Our School believes that all people should have access to RSE that is relevant to their particular needs. To achieve this, our school's approach to RSE will take account of:

- Girls tend to have a greater access to RSE than boys through the media and at home. We will consider the particular needs of boys, as well as girls, and use approaches that will actively engage them. We shall also be proactive in combating sexism, misogyny, sexualised behaviour and sexist bullying. We will foster healthy and respectful peer-to-peer communication and behaviour between boys and girls.
- Some pupils may have learning, emotional or behavioural difficulties, or special educational needs or disabilities (SEND) that result in particular RSE needs at times which we will support. It may also mean that they have difficulty accessing the RSE curriculum. We will ensure that RSE is accessible to all pupils through high quality teaching that is differentiated and personalised. We will also be

mindful of preparing for adulthood outcomes as set out in the SEND code of practice when teaching these subjects to those with SEND.

- Different ethnic, cultural and religious groups may have different attitudes and beliefs with regard to RSE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for and understanding of the views of different ethnic, cultural and religious groups in line with safeguarding and the schools' statutory duty to keep pupils safe and deliver certain elements of the statutory RSE curriculum.
- Some of our pupils will go on to define themselves as Lesbian, Gay, Bisexual or Trans (LGBT). Some pupils may have LGBT parents/carers, brothers or sisters, other family members and/or friends. All our pupils will meet and work with LGBT people both now and in the future. Our approach to RSE will reflect this and teaching will be sensitive and age appropriate both in content and approach. This content will be integrated into the programme rather than as a stand-alone lesson or unit. We actively tackle homophobic bullying.
- We recognise that our pupils may come from a variety of family situations and home backgrounds. We will take care to ensure that there is no stigmatisation of children based on their home circumstances and deliver the curriculum sensitively and inclusively.

How is RSE Provided?

1. Repton Primary School has a caring ethos that models and supports positive relationships between all members of the school community.
2. Within the taught, age-appropriate, spiral RSE programme within Personal Social and Health Education (PSHE).
3. Within Science as stipulated by the national curriculum and/or as negotiated with the PSHE coordinator.
4. Through other curriculum areas for example Drama, English etc.
5. Through assemblies.
6. Through pastoral support.
7. By the provision of appropriate leaflets and other information sources.
8. Via targeted intervention, where appropriate, with vulnerable individuals.
9. Delivery in response to incidents.

Teaching Methods, Resources, Training and Monitoring

All the following elements of teaching methods, resources, training and monitoring are essential elements in providing quality RSE.

A Safe Learning Environment

In order for PSHE or RSE to be conducted safely the following will be in place:

- Group agreements or ground rules are negotiated, explained, displayed and referred to wherever appropriate. (When receiving external visitors, they will have sight of and understanding of the ground rules/group agreement.)

- No one in the classroom will be expected to answer a personal question.
- Distancing techniques such as the use of scenarios, will be used to help to keep pupils safe. There will be no need for anyone to discuss their own personal issues.
- Confidentiality will be clearly explained. Pupils will understand how disclosures will be handled.
- Pupils will be expected to engage and listen during lessons, however it is accepted that sometimes it is inappropriate for them to be expected to take part in the discussion.
- In most cases, the correct names for body parts will be used.
- The meanings of words will be explained in a sensible and factual way.
- Care will be taken not to use materials or approaches that may trigger trauma or distress. Pupils at risk will be identified and arrangements made for them to access the learning in a comfortable way.
- Signposting to sources of support when dealing with sensitive issues

Teaching and Learning Methods

Teaching and learning best practice will be applied. Active learning methods that support participation and encourage reflection will be used including group work, talking, negotiation and using thinking skills

Asking and Answering Questions

Teachers will attempt to answer pupil's questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use skill and discretion in these situations, and if necessary, refer to the PSHE coordinator for advice and support.

Teachers will apply the following principles:

1. Clear guidance will be established about what is appropriate and inappropriate in a whole class setting - group agreement/ground rules will help to achieve this.
2. If a pupil's question is inappropriate to address the whole class, the teacher will acknowledge the question and attend to it later on an individual basis.
3. Personal questions should be referred to the ground rules/group agreement.
4. Teachers will set the tone by speaking in a matter-of-fact way and ensuring that pupil's discuss issues in a way which encourages thoughtful participation.
5. If a teacher is concerned that a pupil is at risk in any way, including sexual abuse or exploitation, the usual safeguarding procedures will be followed.

Groupings

RSE takes place within mixed gender classes or single gender groups as deemed appropriate and relevant with the pupil's usual teacher. There may be times when choosing particular mixes of genders may be useful. It is important to note that although separated genders may have different activities on occasions the messages

and information they receive will be consistent. It is important that genders learn about each other's changes etc. It is also important to note that at times, friendship groupings may be the safest way for pupils to discuss an issue. It will be left to the teacher's discretion to make these decisions.

Visitors

A visitor can enrich, but not replace, the RSE curriculum. Care is taken to ensure that the visitor's contribution fits with our planned programme of work and policy, and that the content is age appropriate and accessible for the pupils. It is particularly useful when visitors have expertise and/or provide a service to pupils. Please see the External Contributors Policy for the best practice in this context.

Resources

Teaching resources will be selected on the basis of their appropriateness to pupils and their impact. Care will be taken not to use materials or have discussions that could be 'instructional' e.g. regarding self-harm.

Continuity, Progression and Assessment

Our school has the same high standards of the quality of pupils learning in RSE as in other curriculum areas. RSE will be delivered through a sequenced planned programme of work. Continuity and progression will be generated through the adoption of a whole school approach to the planning and delivery of outcomes covering knowledge, skills and understanding developed in response to the needs assessment of pupils existing knowledge, experience and understanding.

Pupils' existing knowledge needs to be the starting point for all RSE work. Needs assessment will be built into some lesson planning as each group may have different knowledge, experience and understanding. Baseline, formative and summative assessments will contribute to the effective delivery of RSE

The elements of RSE that form part of the Science curriculum are assessed in accordance with the requirements of the national curriculum. Learning from other elements of RSE is assessed as part of the PSHE provision and builds on existing school systems.

Parental engagement in RSE

We recognise the prime role of parents/carers in the development of their child's understanding about relationships and sex. We work in active partnership with parents/carers in the development and review of RSE. The school will ensure that parents/carers are: made aware of the school's approach and rationale for RSE through the policy; involved in the review of the RSE policy; made aware of the school's PSHE curriculum; and encourage them to support their child's learning at home through shared learning activities, if appropriate. Resources are available for parents/ carers to borrow to reinforce learning at home and support them in managing conversations with their children on these issues.

Parents/carers have a legal right to withdraw their children from dedicated sex education lessons delivered outside the science curriculum. They do not have a right to withdraw their children from those aspects of RSE that are taught in national curriculum Science, Relationships Education or Health Education.

If a parent/carer has any concerns about the RSE provision, we will take time to address their concerns and allay any fears they may have. If parents/carers decide to withdraw their child, we shall work with them and their child to explore possible alternative provision. In the event of a request to withdraw we will document this process and ensure a record is kept.

Personnel and Training

There is a PSHE coordinator who is regularly trained and updated in this fast moving subject area. They are responsible for RSE.

RSE is delivered by class teachers. To ensure quality delivery of RSE, the staff who deliver RSE have appropriate and regular training to keep them updated too. Our school is committed to ensuring that everyone involved with teaching, or supporting the teaching of RSE receives appropriate and ongoing professional development in order to maintain a whole school consistency and high standards for the children/young people in our care.

All new staff will receive a copy of the RSE policy.

Monitoring and Evaluation

The programme is regularly evaluated by the PSHE coordinator. This takes place through a variety of methods, including learning walks, observation, scrutiny of annotated lesson plans, and pupil feedback. The views of the pupils and teachers who deliver the programme, will be used to make changes and improvements to the programme on an ongoing basis. The needs assessment is built into the lessons and will also inform any changes to the curriculum.

PSHE staff receive the same teaching and learning monitoring and support as other subjects. The PSHE coordinator receives time in order to carry out this process.

Consultation, Policy Development and Review

In order for everyone to be consulted effectively, it may be necessary to ensure that governors and parents receive awareness training and/or information about RSE on occasions.

This policy document was produced in consultation with the entire school community, including pupils, parents, school staff, governors and any other appropriate stakeholders. This policy has been approved by governors. This document is freely available to the entire school community. It has also been made available on the school website.

Policy Links
PSHE
Drugs Education
Safeguarding
Confidentiality
Science
External Contributors
Anti-Bullying
Emotional Health and Well-Being
TLA

Appendix 1 – Progression of RSE objectives.

Module	Progression of RSE objectives		
	KS1	Lower KS2	Upper KS2
Drug Education	**H1** - Exploring the importance of physical, mental and emotional health.	**H2** - Recognising how to make informed choices.	**H2** - Recognising how to make informed choices.

	H2 - Exploring how to make informed choices.	**H9** - Understanding that people have different attitudes to risk.	**H9** - Understanding that people have different attitudes to risk. **H14** - Developing skills of how to ask for help.
Exploring Emotions	**R1** - Recognising a range of feelings in ourselves and other people. **R1** - Recognising how others show feelings and how to respond. **R2** - Recognising that their behaviour can affect others. **H1** - Communicating feelings to others. **H4** - Developing simple strategies for managing feelings. **H4** - Using words to describe a range of feelings.	**R1** - Recognising a wide range of emotions in themselves and others. **R1** - Responding appropriately to a range of emotions in themselves and others. **R7** - Understanding their actions affect themselves and others. **R12** - Developing strategies to resolve disputes. **R12** - Identifying strategies to manage emotions. **H1, H6** - Deepening their understanding of good and not so good feelings. **H6** - Extending vocabulary to help explain the range and intensity of feelings. **H7** - Recognising conflicting emotions.	**R1** - Recognising a wider range of feelings in others and how to respond appropriately. **R7** - Recognising that their actions can affect themselves and others. **R12** - Developing strategies to resolve disputes. **H6** - Deepening their understanding of good and not so good feelings. **H6** - Extending emotional vocabulary. **H6** - Exploring the intensity and range of feelings. **H7** - Recognising when they experience conflicting emotions and how to manage these.
Being Healthy	**H2** - Recognising what they like and dislike. **H2** - Recognising that choices can have good and not so good consequences. **H6** - Recognising the importance of personal hygiene.	**H1** - Exploring what affects their physical, mental and emotional health. **H2** - Identifying how to make informed choices.	**H1** - Exploring what affects their physical, mental and emotional health. **H3** - Identifying how to make informed choices. **H3** - Developing skills to make their own choices. **H4** - Recognising how images in the media do not always reflect reality.
Growing up	**H8** - The process of growing from young to old. **H9** - Exploring growing and changing and becoming independent. **H10** - The correct names for the main parts of the body (including external genitalia). **H13** - Identifying people who they can ask for help and think about how they might do that. **H15, R3** - Identifying ways of keeping safe and knowing they do not keep secrets.	**H4** - That images in the media do not always reflect reality. **H5** - Celebrate our strengths/qualities. **H8** - About the kind of changes that happen in life and the associated feelings. **H12** - That simple hygiene routine can prevent the spread of bacteria. **H18** - About the changes that happen as they grow up. **H20** - The right to protect our bodies.	**H4** - Exploring how images in the media and online do not always reflect reality. **H6** - Identify the intensity of feelings. **H7** - Recognising conflicting feelings. **H12** - That simple hygiene routine can prevent the spread of bacteria. **H13** - Identify pressures and influences. **H18** - Understanding changes that happen at puberty.

	H16 - About privacy in different contexts. **H16** - About respecting the needs of ourselves and other people. **R8** - Identifying similarities and difference. **R10** - What physical contact is acceptable. **L8** - That everybody is unique.	**R4** - About differences and similarities between people, but understand everyone is equal. **R8** - About the difference between acceptable and unacceptable physical contact. **R13** - Knowing the names of the body parts. **R16** - Recognise and challenge stereotypes.	**H19** - Understanding what puberty and human reproduction is. **R2**- Identifying qualities of a healthy relationship **R5** - About committed loving relationships. **R13** - About differences and similarities between people, but understand everyone is equal. **L1** - Debate topical issues.
Changes	**H5** - Exploring what change means. **H5** - Exploring loss and change and the associated feelings. **H8** - Exploring the changes of growing from young to old. **H9** - Managing change positively. **H13** - Identifying strategies and where to go for help.	**H6** - Understanding good and not so good feelings including their range and intensity. **H7** - Developing an understanding that change can cause conflicting emotions. **H7** - Acknowledging, exploring and identifying how to manage change positively. **H8** - Exploring changes. **H14** - Knowing where to go for help and how to ask for help.	**H6** - Explaining intensity of feelings. **H6** - Exploring and managing the difficult emotions. **H7** - Acknowledging and managing change positively. **H8** - Managing transition to secondary school. **H8** - Exploring and managing loss, separation, divorce and bereavement. **H14** - Practising asking for help and knowing where to go for help.
Bullying Matters	**R2** - Recognising their behaviour can affect others. **R6** - Listening to others and working cooperatively. **R11** - Identifying that people's bodies can be hurt. **R12** - Recognising when people are being unkind to them or others, who to tell and what to say. **R13** - Identifying different types of teasing and bullying, to identify that these are wrong and unacceptable. **R14** - Identifying strategies to resist teasing/bullying if experienced or witnessed.	**R7** - Understanding that their actions affect themselves and others. **R11** - Identifying the importance of working towards shared goals. **R12** - Developing strategies for getting support for themselves or for others at risk. **R13** - Identifying that differences and similarities arise from a number of factors. **R14, L6** - Understanding the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice-based language,'trolling'). **R18** - Knowing how to recognise bullying and abuse in all its forms.	**R7** - Understanding that their actions affect themselves and others. **R12** - Developing strategies for getting support for themselves or for others at risk. **R13** - Identifying that differences and similarities arise from a number of factors. **R14** - Understanding the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice based language, 'trolling'). **R18** - Knowing how to recognise bullying and abuse in all its forms.

Being Me	**L4** - Recognise they belong to different groups and communities such as family and school. **L8** - Explore ways in which they are all unique. **L9** - Identify ways in which we are the same as all other people; what we have in common with everyone else. **R7** - Offer constructive support to others. **R9** - Identify what makes them special.	**L7** - Exploring different kinds of responsibilities at school and in the community. **L9** - Identifying what being part of a community means. **L11** - Appreciate the range of identities in the UK. **R10** - Listen and respond respectfully. **R13** - Identifying that differences and similarities between people arise from a number of factors.	**L7** - Exploring different kinds of responsibilities at school and in the community. **L9** - Identifying what being part of a community means. **R13** - Identifying that differences and similarities between people arise from a number of factors.
Difference and Diversity	**L4** - Understanding that they belong to different groups. **L8** - Identifying ways in which they are unique. **R5** - Sharing opinions on things that matter using discussions. **R8** - Identifying and respecting the differences and similarities between people.	**R10** - Identifying how to listen and respond respectfully to a wide range of people. **R13** - Recognising the differences and similarities between people, but understand everyone is equal. **R14** - Recognising the nature and consequences of discrimination. **R16** - Recognising and challenging stereotypes.	**R10** - Identifying how to listen and respond respectfully to a wide range of people. **R13** - Recognising the factors that make people the same or different. **R14** - Recognising the nature and consequences of discrimination. **R16** - Recognising and challenging stereotypes. **R17** - Understanding the correct use of the terms sex, gender identity and sexual orientation.
Being Responsible	**L1** - Identify how they can contribute to the life of the classroom and school. **L2** - Construct and explore the importance of rules. **L3** - Explore and understand that everyone has rights and responsibilities. **L5** - Identify what improves and harms their environments. **R4** - Recognise what is fair/unfair, right/wrong, kind/unkind.	**L1** - Research, discuss and debate topical issues. **L2** - Identify why rules are needed in different situations. **L3, L4** - Understanding that there are human rights to protect everyone. **L7** - Explore rights and responsibilities, rights and duties at home, school, community and the environment. **L7** - Develop skills to carry out responsibilities. **L8** - Explore how to resolve differences and respect others' points of view. **L9** - Explore what being part of a community means and how they belong.	**L1** - Research, discuss and debate topical issues. **L2** - Identify why rules are needed in Different situations. **L3, L4** - Understanding that there are human rights to protect everyone. **L5** - To understand there are some cultural practices against British law. **L7** - Explore rights and responsibilities at home, school, community and the environment. **L7** - Develop skills to carry out responsibilities. **L8** - Explore others' points of view. **L9** - Explore what being part of a community means and how they belong.

Being Safe	**H12** - Exploring rules for and ways of keeping safe in a range of situations. **H13** - Knowing who to go to if they are worried. **H14, H15** - Recognising that they share a responsibility for keeping themselves and others safe. **H16** - Exploring what is 'privacy'; their right to keep things private and the importance of respecting others' privacy. **L2** - Understanding why rules are important in keeping us safe. **L10** - Identifying people who work in the community and how to ask for help.	**H2** - Understanding how to make informed choices. **H10** - Exploring how to recognise, predict and assess risks in different situations. **H11** - Understanding that increased independence brings increased responsibility to keep themselves safe. **H15** - Understanding how rules can keep them safe. **H15** - Identifying where and how to get help. **H21** - Developing strategies for keeping physically and emotionally safe in different situations. **H22** - Understanding the importance of protecting information particularly online. **H23, H24, H25** - Understanding how to become digitally responsible.	**H2** - Understanding how to make informed choices. **H10** - Exploring how to recognise, predict and assess risks in different situations. **H11** - Understanding that increased independence brings increased responsibility to keep themselves safe. **H15** - Explaining how rules can keep them safe. **H15** - Identifying where and how to get help. **H16** - Understanding the term 'habit.' **H21** - Developing strategies for keeping physically and emotionally safe in different situations. **H22** - Understanding the importance of protecting information particularly online. **H23, H24, H25** - Understanding how to become digitally responsible.
Relationships	**R2** - Recognising our behaviour can affect others. **R4** - Recognising what is fair and unfair, kind and unkind, what is right and wrong. **R6** - Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). **R7** - Offering constructive support and feedback to others. **R9** - Identifying their special people (family, friends, carers) and how they should care for each other.	**R2** - Recognising what constitutes a healthy relationship and develop the skills to form positive and healthy relationships. **R3** - Recognising ways in which a relationship can be unhealthy and whom to talk to if they need support. **R4** - Recognising different types of relationship. **R7** - Understanding that actions affect themselves and others. **R9** - Understanding when it is right to 'break a confidence' or 'share a secret'. **R10** - Listening and responding respectfully. **R21** - Understanding personal boundaries.	**R2** - Recognising what a healthy relationship is. **R3** - Recognising ways in which a relationship can be unhealthy and whom to talk to if they need support. **R4** - Recognising different types of relationship, including those between acquaintances, friends, relatives and families. **R5, R6** - Understanding the true meaning behind civil partnerships and marriage. **R12** - Resolving conflicts. **R20** - Recognising that forcing anyone to marry is a crime. **R21** - Understanding about confidentiality and about times when it is necessary to break a confidence.
Money Matters	**L7** - Understanding how to keep money safe and what influences choices.	**L12** - Understanding different values and customs.	**L13** - Understand how finance plays an important part in people's lives.

		L13 - Explaining the importance of money in people's lives and how money is obtained.	**L13** - Understanding about being a critical consumer. **L15** - Identifying how resources are allocated and the effects on individuals, communities and the environment. **L18** - Critiquing how social media presents information. **R15** –Recognising and managing dares.

Appendix 2 – By the end of primary School pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• 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	• 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	• 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

TOPIC	PUPILS SHOULD KNOW
Online relationships	• 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	• 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 - Resources used to help deliver our curriculum

Key Stage 1

Drug Education

'Goldilocks and the Three Bears'

'Miss Polly had a Dolly'

'Jack and Jill'

Exploring Emotions

'Martha Doesn't Say Sorry!' by Samantha Berger

'So Much' by Trish Cooke

Being Healthy

'The Princess Who Could Not Sleep' by An Leysen

Being Safe

'Chicken Clicking' by Jeanne Willis and Tony Ross

Growing Up

'Mister Seahorse' by Eric Carle

'Once There Were Giants' by Martin Waddell

'Boys and Girls' by Lynwen Jones

'Counting Kisses' by Karen Katz

Changes

'The Very Hungry Caterpillar' by Eric Carle

'Mum and Dad Glue' by Kes Gray

Bullying Matters

'Cinderella'

'The Three Little Pigs'

Difference and Diversity

'Family Book' by Todd Parr

'And Tango Makes Three' by Simon Schuster

Being Responsible

'The Day the Crayon's Quit' by Drew Daywalt

Relationships

'Have You Filled a Bucket Today?' by Carol McCloud

'The Rainbow Fish' by Marcus Pfister

'Not Now Bernard' by David McKee

Money Matters

'Jack and the Beanstalk'

Lower Key Stage 2

Drug Education

'George's Marvellous Medicine' by Roald Dahl

Growing Up

'Your Mummy Ate My Football' by Lynwen Jones

'True Love' by Babette Cole

Changes

'The Snowman' by Raymond Brigg

Being Healthy

'The Huge Bag of Worries' by Virginia Clarke

Bullying Matters

'Marshall Armstrong is New to Our School' by David Mackintosh

Difference and Diversity

'King and King' by Linda De Hann and Stern Nijland

'The Princess and the Treasure' by Jeffrey A. Miles

'Elmer' by David McKee

Being Safe

'Not Now Bernard' by David Mckee

Upper Key Stage 2

Exploring Emotions

'What If' by Shel Silverstein.

Growing Up

'Frog in Love' by Max Velthuijs

'Where Willy Went' by Nicholas Allan

'Mummy Laid an Egg' by Babette Cole

Bullying Matters

'Feather Boy' by Nicky Singer

'Bad Girls' by Jaqueline Wilson

Difference and Diversity

'Wonder' by R.J Palacio

Being Responsible

'The British Poem' by Benjamin Zephaniah

Money Matters

'Charlie and the Chocolate Factory' by Roald Dahl