We are an ambitious and inclusive Trust of schools strengthening communities through excellent education.



Relationships and Sex Education (RSE) Policy Primary

Responsibility for approval: Senior Exec

Date of approval: June 2024



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1.0 Policy Statement

1.1 We are an ambitious and inclusive Trust of schools, strengthening our communities through excellent education. We are committed to providing excellent education for every child, every day, and aim to strengthen and work with our communities to continue to improve accessibility in our schools

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2.0 Aims

- 2.1 The aims of relationships and sex education (RSE) at our school are to:
 - Provide a framework in which sensitive discussions can take place
 - Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
 - Help pupils develop feelings of self-respect, confidence and empathy
 - Create a positive culture around issues of sexuality and relationships
 - Teach pupils the correct vocabulary to describe themselves and their bodies
 - Embed our Campus values of forgiveness, honesty, perseverance, respect and team work.

3.0 Definition of terms

- 3.1 For the purpose of this document:
 - Members, Trustees/Directors and Governors are referred to as Trustees;
 - The Ted Wragg Multi Academy Trust is referred to as The Trust and refers to all schools or academies within the Trust;
 - School or Academy refers to any one of the schools or academies within the Ted Wragg Multi Academy Trust;
 - Staff refers to all staff working at any one of the schools within the Ted Wragg Multi Academy Trust;
 - Students refers to all students being educated or on site at any one of the schools within the Ted Wragg Multi Academy Trust.

4.0 Policy Development

- 4.1 This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:
 - Review a member of staff or working group pulled together all relevant information including relevant national and local guidance
 - Staff consultation all school staff were given the opportunity to look at the policy and make recommendations
 - Parent/stakeholder consultation parents and any interested parties were invited to attend a meeting about the policy
 - Pupil consultation we investigated what exactly pupils want from their RSE
 - Ratification once amendments were made, the policy was shared with governors and ratifiedClick or tap here to enter text.

5.0 What is Relationship and Sex Education

- 5.1 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.
- 5.2 RSE involves a combination of sharing information, and exploring issues and values.



6.0 Legal Framework

- As a primary academy school, we must provide relationships education to all pupils as per section 34
- of the Children and Social work act 2017.
- We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.
- In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.
- The primary schools within the Ted Wragg Trust teach RSE as set out in this policy.
- Schools must have regard to the statutory guidance, and where they depart from those parts of the guidance which state that they should (or should not) do something they will need to have good reasons for doing so.

The statutory guidance applies to

- Relationships Education (for Primary education)
- Relationships and Sex Education (for Secondary Education)

The policy must also be applied within the framework of other relevant legislation including the Equality Act 2010.

7.0 Principles and Values

The Trust believes that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life;
- Be an entitlement for all young people;
- Encourage every student to contribute to make our community and aims to support each individual as they grow and learn;
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness;
- Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches;
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other;
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment;
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up;
- We aim to work in partnership with parents and students, consulting them about the content of programmes;
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

8.0 Relationships and Sex Education

8.1 Relationships and Sex education (across primary and secondary education) covers three main elements:



Attitudes and Values

- learning the importance of values, individual conscience and moral choices;
- o learning the value of family life, stable and loving relationships, and marriage;
- learning about the nurture of children;
- learning the value of respect, love and care;
- o exploring, considering and understanding moral dilemmas;
- o challenging myths, misconceptions and false assumptions about normal behaviour.

Personal and Social Skills

- o learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- o learning to make choices with an absence of prejudice;
- o developing an appreciation of the consequences of choices made;
- managing conflict;
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

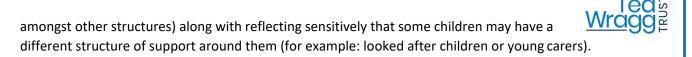
Knowledge and Understanding

- o learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- the avoidance of unplanned pregnancy.

9.0 Organisation and Content of Relationships and Sex Education (appendix – curriculum map)

- Primary schools within the Trust specifically deliver Relationships and Sex Education through the Personal, Social, Health and Economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).
- Primary sex education will focus on:
 - Preparing boys and girls for the changes that adolescence brings
 - How a baby is conceived and born
- Primary 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
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- RSE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional
 aspects of development and relationships, although the physical aspects of puberty and reproduction
 are also included in Science. The Science National Curriculum is delivered by staff in the science
 department. These lessons are more concerned with the physical aspects of development and
 reproduction, although the importance of relationships is not forgotten.
- Pupils also receive stand-alone sex education sessions delivered by a trained health professional.
- Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons, ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

10.0 Inclusion

Ethnic and Cultural Groups - We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

Students with Special Needs - We will ensure that all young people receive relationships and sex education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation - We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that relationships and sex education is relevant to them.

11.0 Roles and Responsibilities

11.1 Trustees

The trustees will approve the RSE policy, and hold the headteacher to account for its implementation.

11.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 11).

11.3 Staff

Staff are responsible for:

Delivering RSE in a sensitive way



- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non- statutory/non-science] components of RSE

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

11.4 Pupils

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

12.0 Parents' right to withdraw

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

Parents/Carers have the right to withdraw their children from the [non-statutory] components of sex education within RSE. The following lessons are non-statutory components of our RSE programme and we therefore inform parents of their right to request their child to be withdrawn from the following SCARF 'Growing and Changing' lessons:

Year 6

Lesson 5 – Is this Normal (Female Genital Mutilation / FGM)

Notes: Although FGM is not part of statutory components of RSE, the Keeping Children Safe in Education statutory guidance does emphasise the importance of safeguarding children from FGM. The majority of cases of FGM happen to girls of primary school age and therefore education and awareness surrounding FGM is an importance aspect of our RSE curriculum. Conversations about our bodies and emphasising with all children that they are the best person to decide what happens to their own body provides a natural opportunity to talk briefly about FGM and help raise awareness. In turn, this helps to safeguard those children both in school and any female members of their family.

Lesson 7 - Making Babies

Notes: This lesson aims to help children understand how babies are conceived; this is important to understand before pupils transition to secondary school, to support their ongoing emotional and physical development effectively, as stated by the DfE.

Lesson 8 - What is HIV?

Notes: HIV is included in the SCARF programme as it enables our school to meet the statutory requirements under Health Education (in the Health and Prevention category) for all children by the end of Y6 to know:

- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.

The purpose of this particular SCARF lesson is to raise awareness and reduce stigma and misconceptions surrounding HIV and the impact of this stigma on mental health. This is in line with advice on designing an age-appropriate curriculum from the Sex Education Forum.

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Notification will always be sent to Parents/Carers in advance of the RSE lessons. If, as a Parent/Carer, you feel it necessary to withdraw your child please arrange to come to school and discuss your concerns with the Headteacher.

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

13.0 Confidentiality, Controversial and Sensitive Issues

- 13.1 Teachers cannot offer unconditional confidentiality and are required to report all disclosures. In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse:
 - The young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
 - Child protection issues will be considered, and referred if necessary to the teacher responsible for Child Protection under the school's procedures.
 - The young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that they cannot ever promise confidentiality.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

14.0 Training

14.1 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.

15.0 Monitoring Arrangements

- The delivery of RSE is monitored by the PSHE lead through:
 - o Termly monitoring arrangements, such as planning and book scrutinies and CPD.
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.
- This policy will be reviewed by the PSHE lead annually. At every review, the policy will be approved by trustees.

16.0 Policy Circulation

- This Policy will be published on the Trust's website and included in the Trust's Policy Monitoring Schedule.
- This Policy will be circulated to every Member, Trustee/Director, Governor and Senior Employee by sending an email to the link on the Trust's website on an annual basis and when each new Member, Trustee/Director, Governor and Senior Employee joins the Trust.

•	The Trustees, in consultation with the Local Governing Bodies, are responsible for overseeing, reviewing and organising the revision of the Relationships and Sex Education Policy	Ted Is Nragg
17.0	Adoption of the policy	
Γhis Po	olicy has been adopted by the Trustees of the Ted Wragg Multi Academy Trust.	
18.0 /	Appendix – SMSC and PSHE Curriculum Map	
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						leds			
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6			
	Children develop their u	understanding of P.S.H.E fr	om the onset, not only thr	ough their everyday learni	ng, but through carefully բ	olanned PSHE and			
	CNACC DEAD thorough st	earies independent and au	idad laarning annartunitia	s and their year, aug CNAC	Assamblias Children ara	anaauragad and			
	SMSC DEAR themed stories, independent and guided learning opportunities and their very own SMSC Assemblies. Children are encouraged and supported to follow our Academy Rules and live by British Values which underpin the curriculum. Throughout their time in the early years, children								
				•	_				
	have the opportunity to consider their own views and opinions as they are encouraged to consider those of others, for example in Term One when								
	they look closely at their own and each other's' families. They learn about resilience, perseverance and collaboration through our Growth Mind Set								
	behaviours. Through their PE sessions and their daily toothbrushing they begin to understand about the importance of physical health and in Term 6,								
Rece	benaviours. I nrough thei	ir PE sessions and their dai	y toothbrushing they begi	n to understand about the	importance of physical ne	ealth and in Term 6,			
ptio	they learn about eating	healthy as an important fa	ctor in their own growth a	and development. The curr	iculum has been mapped o	out to ensure that			
n					- D C I I F francisco to	hadalan kanakian			
••	within the specific guided	challenges, linked to our p	ourposeiui stories, triere ai	e opportunities to rocus o	n P.S.m.E, Irom learning to	bulla relationships			
	to recognising our individu	ial strengths, understandin	g what makes us unique . I	Each and every lesson is de	signed by the nature of its	delivery, to support			
	children to strengthen their relationships, self-awareness, self-confidence and develop skills in managing their own feelings and behaviour, making								
	them more mindful of the feelings of their peers.								
	Friendship								
	New beginnings	Christmas	Truth and Honesty	Helping other people	Differences	Whole Body			
	Whole Body Listening	Whole Body Listening	Whole Body Listening	Whole Body Listening	Whole Body Listening	Listening			
	Me and My	Time a body Electring	Keeping Myself Safe			Growing and			
	Relationships				Being My Best	Changing			
			What constitutes, and						
	How they can contribute		how to maintain a		What constitutes, and	The names for the			
	to the life of the		healthy lifestyle		how to maintain, a	main parts of the			
	classroom and school.	Valuing Difference	including the benefits	Rights and	healthy lifestyle	body (including			
	To help construct, and	valuing billerence	of physical activity,	Responsibilities	including the benefits	external genitalia);			
	agree to follow group,	To identify and	rest, healthy eating	nesponsionnes	of physical activity,	the similarities and			
	class and school rules,	respect the	and dental health.	The importance of and	rest, healthy eating	differences			
	and to understand how	differences and	and dentar nearth.	how to maintain	and dental health.	between boys and			
		similarities between	What constitutes and			•			
	these rules help them.		What constitutes, and	personal hygiene.	To recognise what	girls.			
	Ta aaaaaaaa thala	people.	how to maintain, a	What improves and	they like and dislike,	A h + + h			
	To communicate their	To recognise different	healthy lifestyle	harms their local,	how to make real,	About the process			
	feelings to others, to	types of teasing and	including the benefits	natural and built	informed choices that	of growing from			
	recognise how others	bullying; to	of physical activity,	environments and	improve their physical	young to old and			
	show feelings and how	understand that these	rest, healthy eating	develop strategies and	and emotional health,	how people's			
	to respond.	are wrong and	and dental health.	skills needed to care	to recognise that	needs change.			
		unacceptable.		for these (including	choices can have good				
	About good and not so		Rules for and ways of	conserving energy).	and not so good	About the process			
	good feelings, a	To recognise that they	keeping physically and		consequences.	of growing from			
	vocabulary to describe	share a responsibility	emotionally safe	That people and other	consequences.	young to old and			
	their feelings to others	for keeping	including responsible	living things have	What constitutes, and	how people's			
	and simple strategies for	themselves and others	ICT use and online	rights and that	how to maintain, a	needs change.			
	managing feelings.	safe, when to say,	safety, road safety,	everyone has	healthy lifestyle				
		'Yes', 'No', 'I'll ask' and	cycle safety and safety	responsibilities to	including the benefits	About growing and			
	About people who look	'I'll tell', including	in the environment,	protect those rights	of physical activity,	changing, and new			
Year	after them, their family	knowing that they do	rail, water and fire	(including protecting	rest, healthy eating	opportunities and			
1	networks, who to go to	not need to keep	safety.	others' bodies and	and dental health.	responsibilities			
-	if they are worried and	secrets.		feelings; being able to	ana aciitai ileditii.	that increasing			
	how to attract their		About people who	take turns, share and	How some diseases	independence may			
	attention.	To help construct, and	look after them, their	understand the need	are spread and can be	bring.			
		agree to follow group,	family networks, who	to return things that	controlled; the				
	To recognise that they	class and school rules,	to go to if they are	have been borrowed).	responsibilities they	Strategies to resist			
	share a responsibility for	and to understand	worried and how to		have for their own	teasing or bullying,			
	keeping themselves and	how these rules help	attract their attention.	That money comes	health and that of	if they experience			
	others safe, when to say,	them.		from different sources	others; to develop	or witness it,			
	'Yes', 'No', 'I'll ask' and		About the ways that	and can be used for	simple skills to help	whom to go to and			
	'I'll tell', including	To identify their	pupils can help the	different purposes,	prevent diseases	how to get help.			
	knowing that they do	special people (family,	people who look after	including the concepts	spreading.				
	not need to keep	friends, carers), what	them to more easily	of spending and	-15:0.	The difference			
	secrets.	makes them special	protect them.	saving.	To think about	between secrets			
	The state of the s	and how special	-	Alta Lit	themselves, to learn	and nice surprises			
	That people's bodies and	people should care for	To recognise that they	About the role money	from their	(that everyone will			
	feelings can be hurt	one another.	share a responsibility	plays in their lives	experiences, to	find out about			
	(including what makes	Ta manage of the Control of the	for keeping	including how to keep	recognise and	eventually) and			
	them feel comfortable	To recognise what is	themselves and others	it safe, choices about	celebrate their	the importance of			
	and uncomfortable).	fair and unfair, kind	safe, when to say,	spending or saving	strengths and set	not keeping any			
	The state of the state of	and unkind, what is	'Yes', 'No', 'I'll ask' and	money and what	simple but challenging	secret that makes			
	That they belong to	right and wrong.	'I'll tell', including	influences those	goals.	them feel			
	various groups and		knowing that they do	choices.	0	uncomfortable,			
	communities, such as		not need to keep		To offer constructive	anxious or afraid.			
	family and school.		secrets.		support and feedback	_			
					to others.	To recognise that			
	To recognise when		About change and loss		.5 00.0.5	they share a			
	people are being unkind		and the associated			responsibility for			

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To listent to other people, and play and grouped, and group		either to them or others,		feelings (including		To recognise how	VVI Reping P
To listen to other people, and play and work cooperatively (notes about properly). To Judge what kind of physical contact is accreptable, conformable, and unconformable and how to respond (including who to tell and how to tell them). Me and My deletionships How they can contribute to the life of the classroom and school. To legio construct, and and to to disease the life them of the control and and not so grant that they and to understand how there exists help them. To communicate their feelings and how to tree pools. Strategies to resist teams and transported for managing feelings. Year browning feelings. To identify their special and how to get their feelings and how to respond. Strategies for resist teams and transported for managing feelings. To identify their special pools for managing feelings. To identify their special pools for managing feelings. To identify their special pools what is a responsibility. To recognise what the proper show others, the pools can are how to get help. To recognise what the proper feelings and how to respond. To recognise what the recognise what the recognise how others who we feeling and how to respond. To recognise what the recognise what the recognise how others who we feeling and how to respond. To recognise what the recognise what the recognise how others who we feeling and how to respond. To recognise what the recognise what the recognise how others who we feeling and how to respond the recognise how others. To identify their special pools who were pool to and how to get help. To recognise what the recognise wh		• •		_			
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Sex and Relationship Policy Primary – June 2024 Page 11 of 1:					it safe, choices about	genitalia); the	right to keep things 'private';

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				money and what influences those	differences between boys and girls.	V the importance of respecting others'
		Valuing Difference	Keeping Myself Safe	choices.		privacy.
Year 3	Me and My Relationships Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement. To work collaboratively towards shared goals. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise; to give rich and constructive feedback and support to benefit others as well as themselves. To recognise and manage 'dares'. To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.	Valuing Difference To recognise different types of relationships, including those between acquaintances, friends, relatives and families. What being part of a community means and about the varied institutions that support communities locally and nationally. To listen and respond respectfully to a wide range of people; to feel confident to raise their own concerns; to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view. To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010). To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling'; how to respond and ask for help. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling'; how to respond and ask for help.	Keeping Myself Safe To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious, or that they think is wrong. That their actions affect themselves and others. To differentiate between the terms, 'risk', 'danger' and 'hazard'. Which, why and how, commonly available substances and drugs (including alcohol, nicotine in tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others. To explore and critique how the media present information. Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request. To recognise, predict and assess risks in different situations and decide how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request. To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and sensible roa		Being My Best How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'. To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet. That bacteria and viruses can affect health and that following simple routines can reduce their spread. To research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer their recommendations to appropriate people. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. To work collaboratively towards shared goals. What positively and negatively affects their physical, mental and emotional health.	
		prejudice-based language, 'trolling'; p Policy Primary – J	risks in their local environment) and to			Page 12 of 17

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			how to respond and	use this as an			<u>vvragg</u> ≊
			ask for help.	opportunity to build resilience.			
				Have to made			
				How to make informed choices			
				(including recognising			
				that choices can have			
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				they need help and to			
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				resisting pressure to			
				do something			
				dangerous, unhealthy, that makes them			
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				anxious, or that they			
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				Which, why and how,			
				commonly available			
				substances and drugs (including alcohol,			
				nicotine in tobacco			
				and 'energy drinks')			
				can damage their			
				immediate and future health and safety; that			
				some are restricted			
				and some are illegal to			
				own, use and give to			
		Ma and Mr.	Valuing Difference	own, use and give to others.	Dights and	Daing My Dock	Crowing and
		Me and My Relationships	Valuing Difference	own, use and give to	Rights and Responsibilities	Being My Best	Growing and Changing
		Relationships	To develop strategies	own, use and give to others. Keeping Myself Safe To differentiate	Responsibilities	To reflect on and	Changing
		Relationships To deepen their	To develop strategies to resolve disputes	own, use and give to others. Keeping Myself Safe To differentiate between the terms,	Responsibilities About people who are	To reflect on and celebrate their	Changing About change,
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		Relationships To deepen their understanding of good and not so good feelings, to extend their	To develop strategies to resolve disputes and conflict through negotiation and appropriate	own, use and give to others. Keeping Myself Safe To differentiate between the terms, 'risk', 'danger' and 'hazard'.	Responsibilities About people who are responsible for helping them stay healthy and safe; how	To reflect on and celebrate their achievements, identify their strengths and areas for	Changing About change, including transitions (between Key
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		Relationships To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. That their actions affect themselves and others. To work collaboratively towards shared goals. To recognise and respond appropriately to a wider range of feelings in others.	To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise; to give rich and constructive feedback and support to benefit others as well as themselves. To judge what kind of physical contact is acceptable or unacceptable and how to respond. To recognise different types of relationships, including those between acquaintances, friends, relatives and families. That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity,	own, use and give to others. Keeping Myself Safe To differentiate between the terms, 'risk', 'danger' and 'hazard'. Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. Strategies for keeping physically and emotionally safe including road safety (including cycle safety - the Bikeability programme) and safety in the environment (including rail, water and fire safety). To recognise and manage 'dares'. Which, why and how, commonly available	Responsibilities About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe. To understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child; that these universal rights are there to protect everyone and have primacy both over national law and family and community practices. Why and how rules and laws that protect them and others are made and enforced,	To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'. What positively and negatively affects their physical, mental and emotional health. How to make informed choices (including recognising that choices can have positive, neutral and negative)	Changing About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement. How their body will, and emotions may, change as they approach and move through puberty. How their body will, and emotions may, change as they approach and move through puberty. About human reproduction. The concept of 'keeping something confidential or

substances and drugs age, sex, gender situations and how to when they might need the concept of a identity, sexual (including alcohol, 'balanced lifestyle'. to listen to, or overcome take part in making these. orientation, and nicotine in tobacco and changing rules. to 'break a disability (see and 'energy drinks') To recognise confidence' or What positively and 'protected can damage their To research, discuss opportunities and 'share a secret'. negatively affects their characteristics' in the immediate and future and debate topical develop the skills to physical, mental and Equality Act 2010). health and safety: that issues, problems and make their own That marriage is a emotional health. some are restricted events concerning choices about food, commitment freely To realise the nature health and wellbeing, understanding what entered into by and some are illegal to To recognise their and consequences of own, use and give to and offer their might influence their both people; that increasing independence discrimination, others. recommendations to choices and the no one should brings increased teasing, bullying and appropriate people. benefits of eating a marry if they don't aggressive behaviours responsibility to keep To recognise when balanced diet. absolutely want to themselves and others (including cyber they need help and to To explore and do so, or are not safe. bullying, use of develop the skills to critique how the That resources can be making this prejudice-based ask for help; to use media present allocated in different decision freely for language, 'trolling'; basic techniques for information. ways and that these themselves. how to respond and resisting pressure to economic choices ask for help. do something To realise the affect individuals. dangerous, unhealthy, consequences of anticommunities and the To appreciate the that makes them social, aggressive and sustainability of the range of national, uncomfortable or harmful behaviours environment across regional, religious and anxious, or that they such as bullying and the world. ethnic identities in the think is wrong. discrimination of United Kingdom. individuals and What being part of a How pressure to communities: to community means To explore and develop strategies for and about the varied behave in critique how the unacceptable. institutions that getting support for media present unhealthy or risky themselves or for support communities others at risk. information. ways can come from a locally and nationally. To recognise and variety of sources, That they have challenge stereotypes. including people they know and the media. different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment: to continue to develop the skills to exercise these responsibilities. About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer. To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT). Me and My **Valuing Difference Keeping Myself Safe Being My Best Growing and** Rights and Relationships Changing Responsibilities To recognise different What is meant by the What positively and To work collaboratively types of relationships. term 'habit' and why negatively affects To deepen their What positively and towards shared goals. including those habits can be hard to their physical, mental understanding of negatively affects and emotional health. good and not so between change. their physical, mental To develop strategies to acquaintances, good feelings, to and emotional health. How to make resolve disputes and friends, relatives and To recognise, predict extend their Year conflict through families. and assess risks in informed choices vocabulary to How to make 5 negotiation and different situations (including recognising enable them to informed choices appropriate To listen and respond and decide how to that choices can have explain both the (including recognising compromise; to give rich respectfully to a wide manage them positive, neutral and range and intensity that choices can have and constructive range of people; to responsibly (including negative of their feelings to positive, neutral and feedback and support to feel confident to raise sensible road use and consequences) and to others. negative benefit others as well as their own concerns; to risks in their local begin to understand consequences) and to themselves. recognise and care environment) and to the concept of a To judge what kind begin to understand 'balanced lifestyle' about other people's use this as an of physical contact Sex and Relationship Policy Primary – June 2024 Page **14** of **17**

To recognise and respond appropriately to a wider range of feelings in others.

To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.

To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious, or that they think is wrong.

To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.

To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling'; how to respond and ask for help.

To realise the consequences of antisocial, aggressive and harmful behaviours, such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.

feelings and to try to see, respect and if necessary constructively challenge others' points of view.

To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.

That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010).

To recognise and challenge stereotypes.

About the difference between, and the terms associated with, sex, gender identity and sexual orientation.

To examine critically what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others.

That their actions affect themselves and others.

opportunity to build resilience.

To realise the consequences of antisocial, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.

To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling'; how to respond and ask for help.

Strategies for keeping physically and emotionally safe including road safety (including cycle safety - the Bikeability programme) and safety in the environment (including rail, water and fire safety).

To recognise and manage 'dares'.

That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.

The importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.

Which, why and how, commonly available substances and drugs (including alcohol, nicotine in tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.

To differentiate between the terms

the concept of a 'balanced lifestyle'.

To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.

What being part of a community means and about the varied institutions that support communities locally and nationally.

To recognise their increasing independence brings increased responsibility to keep themselves and others safe.

About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.

To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.

To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high

What being part of a community means and about the varied institutions that support communities locally and nationally.

aspirations and goals.

To recognise their increasing independence brings increased responsibility to keep themselves and others safe.

About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.

To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.

unacceptable or unacceptable and how to respond.

About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.

How their body will, and emotions may, change as they approach and move through puberty.

About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact: understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime. and develop the skills and strategies required to get support if they have fears for themselves or their peers.

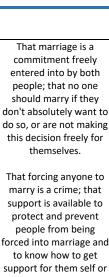
That their actions affect themselves and others.

The concept of
 'keeping
 something
 confidential or
secret', when they
should or should
not agree to this
and when it is right
 to 'break a
 confidence' or
 'share a secret'.

To recognise and challenge stereotypes.

To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling'; how to respond and ask for help.

						Ted 5
			'risk', 'danger' and			V hat differences
			'hazard'.			and similarities
						between people arise from a
						number of factors
						including family,
						cultural, ethnic,
						racial and religious
						diversity, age, sex,
						gender identity, sexual orientation
						and disability (see
						'protected
						characteristics' in
						the Equality Act
						2010).
						About the
						difference
						between, and the
						terms associated
						with, sex, gender identity and sexual
						orientation.
						<u> </u>
	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities		Growing and Changing
	nciationships	That differences and	Strategies for keeping	responsibilities	Being My Best	Changing
	To work collaboratively	similarities between	safe online; the	To explore and	What positively and	About change,
	towards shared goals.	people arise from a	importance of	critique how the	negatively affects	including
	To develop strategies to	number of factors, including family,	protecting personal information, including	media present information.	their physical, mental	transitions (between Key
	resolve disputes and	cultural, ethnic, racial	passwords, addresses	illioilliation.	and emotional health.	Stages and
	conflict through	and religious diversity,	and the distribution of	To recognise how	To reflect on and	schools), loss,
	negotiation and	age, sex, gender	images of themselves	images in the media	celebrate their	separation, divorce
	appropriate	identity, sexual	and others.	(and online) do not	achievements, identify	and bereavement.
	compromise; to give rich and constructive	orientation, and disability (see	Strategies for keeping	always reflect reality and can affect how	their strengths and	To recognise how
	feedback and support to	'protected	physically and	people feel about	areas for	images in the
	benefit others as well as	characteristics' in the	emotionally safe	themselves.	improvement, set high aspirations and goals.	media (and online)
	themselves.	Equality Act 2010).	including road safety		aspirations and goals.	do not always
	To recognise what	To realise the nature	(including cycle safety - the Bikeability	To examine critically what is presented to	To research, discuss	reflect reality and can affect how
	constitutes a positive,	and consequences of	programme) and	them in social media	and debate topical	people feel about
	healthy relationship and	discrimination,	safety in the	and why it is	issues, problems and	themselves.
	develop the skills to	teasing, bullying and	environment	important to do so;	events concerning health and wellbeing,	
	form and maintain	aggressive behaviours	(including rail, water	understand how	and offer their	To explore and
	positive and healthy relationships.	(including cyber bullying, use of	and fire safety). What is meant by the	information contained in social media can	recommendations to	critique how the media present
.,	To recognise when and	prejudice-based	term 'habit' and why	misrepresent or	appropriate people.	information.
Year 6	how to ask for help and	language, 'trolling';	habits can be hard to	mislead; the	To recognise, predict and assess risks in	
	use basic techniques for	how to respond and	change.	importance of being	different situations	What positively
	resisting pressure to do	ask for help.	Which why and how	careful what they forward to others.	and decide how to	and negatively
	something dangerous, unhealthy, that makes	To appreciate the	Which, why and how, commonly available	ioi waiu to otileis.	manage them	affects their physical, mental
	them uncomfortable,	range of national,	substances and drugs	About the role money	responsibly (including sensible road use and	and emotional
	anxious or that they	regional, religious and	(including alcohol,	plays in their own and	risks in their local	health.
	believe to be wrong.	ethnic identities in the	nicotine in tobacco	others' lives, including	environment) and to	T
	To recognise when they	United Kingdom.	and 'energy drinks') can damage their	how to manage their money and about	use this as an	To recognise when and how to ask for
	need help and to	About the difference	immediate and future	being a critical	opportunity to build	help and use basic
	develop the skills to ask	between, and the	health and safety; that	consumer.	resilience.	techniques for
	for help; to use basic	terms associated with,	some are restricted		To recognise when	resisting pressure
	techniques for resisting	sex, gender identity	and some are illegal to	To develop an initial	they need help and to	to do something
	pressure to do something dangerous,	and sexual orientation.	own, use and give to others.	understanding of the concepts of 'interest',	develop the skills to	dangerous, unhealthy, that
	unhealthy, that makes	S. ICHIGGIOII.	Juliers.	'loan', 'debt', and 'tax'	ask for help; to use	makes them
	them uncomfortable or	To listen and respond	How pressure to	(e.g. their contribution	basic techniques for resisting pressure to	uncomfortable,
	anxious, or that they	respectfully to a wide	behave in	to society through the	do something	anxious or that
	think is wrong.	range of people; to	unacceptable,	payment of VAT).	dangerous, unhealthy,	they believe to be
	To recognise and	feel confident to raise their own concerns; to	unhealthy or risky ways can come from a	To recognise the role	that makes them	wrong.
	respond appropriately to	recognise and care	variety of sources,	of voluntary,	uncomfortable or	How their body
	a wider range of feelings	about other people's	including people they	community and	anxious, or that they think is wrong.	will, and emotions
	in others.	feelings and to try to	know and the media.	pressure groups,	Same 13 Wilding.	may, change as
	Course District	see, respect and if	2024	especially in relation		they approach and
	Sex and Relationshi	p Policy Primary – J	une 2024			Page 16 of 17



forced into marriage and support for them self or others. To judge what kind of physical contact is acceptable or unacceptable and how to respond. About taking care of

their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.

Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.

Strategies for keeping physically and emotionally safe including road safety (including cycle safety the Bikeability programme) and safety in the environment (including rail, water and fire safety).

necessary constructively challenge others' points of view.

To recognise different types of relationships, including those between acquaintances, friends, relatives and families.

To recognise and challenge stereotypes. To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.

to health and wellbeing.

That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.

That resources can be allocated in different ways and that these economic choices affect individuals. communities and the sustainability of the environment across the world.

Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.

About taking care of their body. understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for

The concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.

themselves or

their peers.

About human reproduction. That bacteria and viruses can affect health and that following simple routines can reduce their spread.