



Copperfield Academy

Relationships and Sex Education Policy

Audience:	Parents School staff Local Governing Bodies Local Authorities
Approved:	Local Governing Body (LGB) – September 2022 - 23
Other related policies:	Curriculum Policy
Policy owner:	Ben Clark Headteacher
Review:	Annually
Version number:	3

Copperfield Academy Sex and Relationships Policy

1. Aims

Copperfield Academy considers that Relationships and Sex Education (RSE) is an integral part of the Personal, Social, Health and Economic (PSHE) Education curriculum. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity.

These aims complement those of the Science curriculum in KS1 and KS2.

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
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships, including the importance of family for the care and support of children
- Help children to understand the consequences of their actions and behave responsibly within relationships
- To be able to recognise unsafe situations, protect themselves and ask for help and support

2. Statutory requirements

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

We are not required to provide sex education; however, we do need to teach the elements of sex education contained in the statutory science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Copperfield Academy, we teach RSE as set out in this policy.

Should you like to see the guidance from the government please visit:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

3. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, consent, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity

4. Curriculum

Our RSE curriculum is embedded within our PSHE curriculum and is set out as per Appendix 1. We have developed the curriculum taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an age appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Sexual difference and naming body parts
- Preparing boys and girls for the changes that adolescence brings
- Exploring the impact of puberty on the body and the importance of physical hygiene
- Understanding that menstruation are a normal part of growing up
- How a baby is conceived and born, considered in the context of relationships
- Answering each other's questions about sex and relationships with confidence and knowing where to find support and advice

For more information about our curriculum, see our curriculum map in Appendix 1

5. Delivery of RSE

As part of RSE, pupils will be taught about the nature and importance of marriage for family life and bringing up children. They also need to understand that there are strong and mutually supportive relationships outside of marriage. Either of these can include heterosexual or same-sex relationships. We ensure that no stigma is placed on children based on their home circumstances. We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. We hope to prevent and remove prejudice. RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We will work towards this aim in partnership with parents and carers.

We carry out the main RSE curriculum in PSHE lessons (see appendix 1 for further details), however we also teach RSE through other subject areas e.g. Science, PE and RE, where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with RE, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. Linked with PE, children learn about healthy lifestyles and the importance of exercise.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

Science Curriculum

Early Years Foundation Stage children learn about life cycles. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 (yrs 1 – 2) children learn:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

In Key Stage 2 (yrs 3 – 6) children learn:

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement
- To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple functions
- To describe the life process of reproduction in some plants and animals
- To describe the changes as humans develop to old age
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- To describe the way nutrients and water are transported within animals, including humans
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Teaching and Learning including delivery of the RSE curriculum

In Key Stage 2 (years 3 - 6) we acknowledge that many children will begin to experience puberty at this age. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. We encourage the children to ask for help if they need it and there are opportunities for single-sex question sessions. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, and what menstruation is and how it affects women. We always teach this with due regard for the emotional development of the children.

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

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent

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

6. Roles and responsibilities

6.1 The governing body

The governing body will approve the RSE Policy.

6.2 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 components of RSE (see section 7).

The headteacher also:

- Ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- Monitors this policy on a regular basis and reports to governors on the effectiveness of the policy

6.3 Staff

All 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 components of RSE

Class teachers are responsible for teaching RSE at Copperfield Academy.

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions. Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

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. Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date.

Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

6.4 Pupils

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

6.5 Parents

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

- Inform parents about the school's RSE policy and practice; this includes informing parents before beginning to teach a unit of RSE
- Answer any questions that parents may have about the RSE of their child; this includes providing opportunities for parents to view the resources that are used in lessons
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school
- Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. However, this rarely happens as, by working in partnership with parents, they recognise the importance of this aspect of their child's education
- A register of any pupils who are removed from lessons will be kept and distributed to all teachers involved

7. Parents' right to withdraw

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

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

The science curriculum (see purple text in appendix 1) in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education and that child will go to another class for the duration of the lesson.

8. Confidentiality

Teachers conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as outlined in the Child Protection and Safeguarding Policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or exploitation. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection or the headteacher as a matter of urgency. Disclosure of female genital mutilation must be reported to the police (either by the teacher to whom it is disclosed or by the DSL).

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, pupils are informed first and then supported by the designated teacher throughout the whole process.

9. Special Educational Needs

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

10. Equal Opportunities

RSE will be given to ensure quality of access for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

11. Monitoring arrangements

The delivery of RSE is monitored by SLT through, for example, book scrutinizes, learning walks and lesson observations. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

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

Appendix 1 PSHCE, RSE and D&A Policy 'On a Page' at Copperfield

Resilience
Citizenship and community spirit
Moral Compass
British Values
Problem solving, co-operation and teamwork
Confidence, self-worth and happiness
Bouncing back to happiness
Caring for my friends and the place where I live
Responsibility for my choices
Understanding we are all different
Keeping Safe
Project management
Positive self-talk
Recovering from setback
Respecting other people's cultures and beliefs



**The Copperfield
Way
PSHCE, RSE and
D&A**

Intent:

Pupils at Copperfield Academy will be resilient, community spirited, have good morals, understand and follow British Values, be able to problem solve within a team and be confident and happy individuals.

The key principles that pupils will study are;

- Resilience, Citizenship and Community Spirit, Moral Compass, British Values, Problem solving and teamwork, Confidence, Self-worth and happiness
- Through this the children will acquire the understanding of;

Caring, helpfulness, creativity, generosity, happiness, honesty, friendliness, neighbourliness, courage, flexibility, joyfulness, self-control, respect, confidence, understanding, forgiveness, courtesy, kindness, co-operation, determination, fairness, liberty, tolerance, patience, justice, trust, unity, truthfulness, perseverance, positivity, curiosity, service, orderliness

- Pupils at Copperfield will have a good understanding of Sex, Relationships Education (RSE) and Drugs Education in relation to their age

Implementation:

- Values assemblies on a Monday will focus on different values
- Linked to values assemblies are exit posters that each class complete throughout the week related to that value
- PSHCE differentiated lessons taught in classes and across phases

Impact (Anticipated/expected):

- Pupils at Copperfield Academy will be resilient, community spirited, have good morals, understand and follow British Values, be able to problem solve within a team, be confident and happy individuals, and to have a good understanding of RSE and Drugs education for their age

LONG TERM PLAN

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Resilience Bouncing back to Happiness	My Family and Me	How am I feeling?	Pressures I may Face	My Feelings and Me	Similarities, Differences and Stereotypes	My Mental Health and Me
Autumn 2	Citizenship and Community Spirit Caring for my friends and the place where I live	Being the Healthiest Me	My Friends and Me	Great Friends Think Alike	Responsible Me	Careers Week	Choices, Choices, Choices
Spring 1	Moral Compass Trousers of Truthfulness	Citizenship	Healthy Me	Looking After Me	Respecting the Individual	Online Safety	Living in an Online World
Spring 2	British Values How can we be polite and courteous?	Caring for the Wider World	Jobs in our Community	People in our Community	Managing Myself and My Behaviour	First Aid and Head Injuries	Changing Relationships
Summer 1	Problem solving, co-operation and teamwork Co-operative Classrooms	Safe Me	My Body	We are Family	Collective Responsibility	Growing Up	Reproduction
Summer 2	Confidence, self-worth, and happiness Brave as a Lion	Economics	Where's the Risk	First Aid	Puberty	What do I know about Drugs?	Moving on UP

KEY ASSESSMENT CRITERIA (Compulsory is highlighted)

By the end of the year, children should be able to...						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>EYFS Thinking Skills</p>	<p>Share views respectfully</p> <p>Give reasons for ideas with evidence/ examples</p> <p>Agree and disagree respectfully.</p> <p>Connect an idea to another idea</p>	<p>Show that they are actively listening and responding</p> <p>Suggest what might happen if...</p> <p>Demonstrate how to build on others' ideas</p> <p>Be an effective member in small group tasks</p> <p>Suggest different possibilities/ideas</p>	<p>Identify big ideas in a stimulus and ask questions related to these</p> <p>Support and build on the ideas of others</p> <p>Keep focussed on the matter at hand</p> <p>Explain how ideas are linked</p> <p>Explore a range of different possibilities</p>	<p>Empathise with how others are feeling/thinking about something</p> <p>Encourage others to join in discussions</p> <p>Draw upon evidence and own experiences</p> <p>Suggest reasoned conclusions</p> <p>Show a willingness to illustrate the ideas of others with own experiences</p> <p>Identify associated concepts and explain their relevance and connections</p>	<p>Show appreciation for the comments of others i.e. that is a really good point/that has made me think about...</p> <p>Question peers to support progress in an enquiry</p> <p>Evaluate own evidence offered and that offered by others i.e. I think that example is...</p> <p>Air feelings in a way that supports the enquiry</p> <p>Encourage others to contribute to an enquiry</p> <p>Evaluate in some detail the range of possibilities</p>	<p>Show an interest in the progress of an enquiry</p> <p>Show that they have extended their thinking beyond the PSHE session</p> <p>Evaluate a range of reasoned conclusions</p> <p>Identify assumptions and evaluate their impact</p> <p>Summarise the progress of an enquiry</p> <p>Suggest ways in which an enquiry might move to make progress</p> <p>Suggest and explain new and novel ideas that build on the ideas of others</p>

<p>Health and Wellbeing</p>	<p>How specific rules and restrictions help them to keep safe.</p> <p>Who helps them to stay healthy and what that means (e.g. parent, dentist, doctor)</p> <p>That things people put into or onto their bodies can affect how they feel</p> <p>How medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy</p> <p>Why hygiene is important and how simple routines can stop germs from being passed on</p> <p>What they can do to take care of their personal hygiene on a daily basis, e.g. brushing teeth and hair, hand washing</p> <p>That people have different roles within the community to help</p>	<p>How specific rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online)</p> <p>How to recognise and identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them these situations</p> <p>How to recognise and resist pressure to do something that makes them feel unsafe or uncomfortable</p> <p>Recognise that not everything they see online is true or trustworthy</p> <p>Recognise whether something is unsafe, scaring them or they are worried about it and how to tell a trusted adult</p>	<p>How to recognise hazards that could cause themselves (or others) harm and how to reduce them</p> <p>Understand how equipment and clothing can help keep you protected and safe</p> <p>That their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable</p> <p>How to recognise and resist pressure to do something that makes them feel unsafe or uncomfortable (including online)</p> <p>How everyday health and hygiene rules and routines help people stay safe and healthy</p> <p>How to react and respond if there is an accident and how to deal with minor injuries e.g. bites and stings</p>	<p>How to recognise personal qualities and individuality</p> <p>Understand how their personal attributes and achievements contribute to their self-esteem and feeling of self-worth</p> <p>How everyday things can affect feelings and how they change over time and can be experienced at different levels of intensity</p> <p>The importance of expressing feelings and how to respond proportionately as well as manage them in different circumstances</p> <p>How to managing feelings at times of loss, grief and change</p> <p>How and where to access advice and support to help manage their own or others' feeling</p> <p>About puberty and how bodies change</p>	<p>To recognise and respect similarities and differences between people and there are a range of factors that contribute to a person's identity</p> <p>How individuality and personal qualities make up someone's identity (including gender identity)</p> <p>Understand stereotypes, including those in relation to protective characteristics, and how they are not always accurate, and can negatively influence behaviours and attitudes towards others</p> <p>How to challenge stereotypes and assumptions about others</p> <p>How to carry out basic first aid and that if someone has experienced a head injury,</p>	<p>Understand the links between mental and physical health</p> <p>How wellbeing can be supported by positive friendships and involvement in clubs and community groups</p> <p>How to make choices that support a healthy, balanced lifestyle including calories content and nutrition.</p> <p>That drugs can affect health and how to manage situations involving them</p> <p>How to recognise early signs of physical or mental ill health and what to do about this, including whom to speak to in and outside school</p> <p>That health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on</p> <p>Health problems can become worse if not addressed early on and</p>
------------------------------------	--	---	--	--	---	--

	<p>them (and others) keep safe - the jobs they do and how they help people</p> <p>Recognise and have an understanding of who can help them in different places and situations; how to attract someone's attention or ask for help; what to say</p> <p>How to respond safely and appropriately to adults they don't know</p> <p>Understand the importance of asking for support and to keep trying until they are heard if they feel unsafe or worried for themselves or others</p>	<p>Recognise that different things are needed to keep the body healthy e.g. food and drink, physical activity, sleep and rest</p> <p>Recognise that eating and drinking too much sugar can affect their health, including dental health</p> <p>To understand how to be physically active and how much sleep they should be getting everyday</p> <p>Recognise the need to limit screen-time and that we can learn and play in a variety of different ways</p>	<p>What to do in an emergency, including calling for help and speaking to the emergency services</p> <p>Understand what constitutes a healthy balanced diet</p> <p>How to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist</p> <p>Recognise how not eating a balanced diet can negatively affect health and why people choose to eat what they do</p> <p>Understand that regular physical activity benefits</p>	<p>during puberty, including menstruation, hygiene routines, emotions and feelings</p> <p>How to ask for advice and support about growing and changing and puberty</p> <p>How to recognise, predict, assess and manage risk in different situations including the local environment and less familiar locations</p> <p>Understand that you can be influenced by peers' behaviour and by a desire for peer approval</p> <p>How individuality and personal qualities make up someone's identity</p>	<p>they should not be moved</p> <p>When it is appropriate to use first aid and the importance of seeking adult help</p> <p>Importance of remaining calm during an emergency and providing clear information</p> <p>How drugs common to everyday life can affect health and wellbeing</p> <p>That some drugs are legal and other drugs are illegal and the laws surrounding them are designed to protect us</p> <p>Why people choose to use drugs, how the use of them can become a habit and how the risks associated with them can be prevented</p>	<p>that anyone can experience them</p> <p>Mental health difficulties can usually be resolved or managed with the right strategies and support</p>
--	--	--	---	---	--	---

	<p>How to raise the alarm if there is an accident and someone is hurt, including dialling 999 and what to say</p>	<p>The importance of spending time outdoors and how to keep safe in the sun</p> <p>How to recognise, name and describe a range of feelings as well as what helps them to feel good, or better if not feeling good</p> <p>How feelings can change based on different things/ times and experiences and that these are not the same for each individual</p> <p>How feelings can affect people in their bodies and their behaviour</p> <p>Understand there are ways to manage a range of feelings and the importance of sharing them with someone they trust</p>	<p>bodies and feelings and that a lack of activity can affect health and wellbeing</p> <p>How to be active on a daily and weekly basis and how to make physical activity choices to support this - how to balance time online with other activities</p> <p>How lack of sleep can affect the body and mood and simple routines that support good quality sleep</p>	<p>How to set goals for themselves as well as manage set-backs, learn from their mistakes and reframe unhelpful thinking</p> <p>Understand that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law</p>	<p>How to ask for help from a trusted adult if they have any worries or concerns about drugs</p> <p>How people's online actions can impact on other people how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online and how to report concerns,</p>	
--	---	---	---	---	---	--

<p>Relationships</p>	<p>What they like/dislike and are good at</p> <p>What makes them special, their personal features or qualities and how everyone has different strengths and qualities unique to them</p> <p>What children have in common and how they are similar or different to others</p> <p>To use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private*</p> <p>That family is one of the groups they belong to, as well as, for example, school, friends, clubs</p> <p>That there are different people in the family they belong to</p>	<p>Know how to make friends and recognise when they feel lonely and what they could do about it</p> <p>Know what friendly behaviour is and what makes you a good friend</p> <p>Know how to resolve arguments that can occur in friendships as well as how to ask for help if particular friendships are making them unhappy</p> <p>How their actions can affect people's feelings</p> <p>How to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe</p> <p>Why calling others names, teasing, bullying and excluding children</p>	<p>Understand how wellbeing can be supported by friendships and the importance of seeking support if you are feeling lonely or excluded</p> <p>Learn strategies to include children that are feeling lonely and excluded as well as how to spot those that are</p> <p>How to build healthy friendships and identify qualities that contribute to positive friendships</p> <p>Recognise that sometimes friendships have difficulties and identify how to manage problems or arguments and resolve problems or differences of opinion</p> <p>How to recognise and get support if a friendship is making you feel unhappy, unhealthy or unsafe</p>	<p>Recognise how people's behaviour affects themselves and others, including online</p> <p>How to be polite and courteous in different situations and recognise the respectful behaviour they should receive in return</p> <p>About the relationship between rights and responsibilities</p> <p>That people have the right to privacy and how to recognise when a confidence or secret should or should not be kept (shared with a trusted adult)</p> <p>That everyone should feel included, respected and be aware of the process of stereotyping; how to respond if they witness or experience exclusion, disrespect or discrimination</p>	<p>To know about the different types of relationships people have in their lives</p> <p>How friends and family communicate with each other and how the internet and social media can be used positively</p> <p>Knowing the difference between contact with someone online and face-to face</p> <p>How to recognise risk in relation to friendships and keeping safe</p> <p>Understand the key stages to the human life cycle including menstruation, ejaculation, emotions and feelings</p> <p>How to recognise and ask for help or advice if puberty worries me.</p>	<p>That people have different kinds of relationships in their lives, including romantic or intimate relationships*</p> <p>That people who are attracted to and love each other can be of any gender, ethnicity or faith *</p> <p>That adults can choose to be part of a committed relationship or not, including marriage or civil partnership</p> <p>Understand that marriage is a choice and should be wanted equally by both people and that forcing someone to marry against their will is a crime*</p> <p>How puberty relates to growing from childhood to adulthood</p> <p>About the reproductive organs and process - how babies are conceived and</p>
-----------------------------	---	---	---	--	---	---

	<p>How their family members, or people they feel are special, act to make them feel loved and cared for</p> <p>Understand what makes families the same and what makes them different, e.g. features of family life, including what families do / enjoy together</p> <p>That it is important to tell someone (such as a trusted adult in school) if something about their family makes them feel unhappy or worried</p>	<p>deliberately is unacceptable and how to respond if this happens in different situations</p> <p>How to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so</p>	<p>That families don't all have the same structure*</p> <p>That positive family life often includes shared experiences, e.g. celebrations, special days or holidays</p> <p>How people within families should care for each other and the different ways they demonstrate this</p> <p>How to recognise and ask for help or advice if family relationships are making them feel unhappy, worried or unsafe</p>	<p>How to recognise and respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concern</p>	<p>Recognise the types of content (including images) that are safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family</p> <p>How to recognise and respond if a friendship is making them feel worried, unsafe or uncomfortable</p> <p>How to recognise inappropriate pressure, contact or concerns about personal safety and how to respond to this by asking for help and advice</p>	<p>born and how they need to be cared for*</p> <p>How growing up and becoming more independent comes with increased opportunities and responsibilities</p> <p>That friendships may change as they grow and how to manage this</p> <p>How to manage changes such as: including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing</p>
--	--	--	--	---	---	--

<p>Living in the Wider World</p>	<p>What money is, how it is obtained and that it comes in multiple forms</p> <p>How to make choices about spending money, saving money and how to keep it safe</p> <p>The difference between what we need and what we want</p> <p>How behaviour, both kind and unkind, can affect others; how to be polite and courteous; how to play and work co-operatively</p> <p>That they have responsibilities both in and out of the classroom</p> <p>That both people and animals need to be cared for</p> <p>That they and others can help care for the environment and what can harm it both locally and globally</p>	<p>The importance of having a job to help people earn money to pay for things they need and want</p> <p>How people have different skills and interests that enable them to do different jobs</p> <p>About a variety of different jobs, including those done by people they know or people who work in their community</p> <p>How the internet and digital devices help people do their jobs and carry out their everyday lives</p>	<p>That they belong to different groups and communities outside of your immediate family</p> <p>What makes a community diverse; how the local/wider community around the school is made up of different groups</p> <p>How recognising and valuing the contributions of others helps everyone within the community feel included</p> <p>How to be respectful towards people who live different lives than they do</p>	<p>How there is a collective responsibility to help protect the world around us</p> <p>How the environment can be affected by the everyday choices that we make, including what we choose to buy or spend money on</p> <p>The skills and vocabulary needed to share their thoughts, ideas and opinions in discussion about topical issues</p> <p>How to show care and concern for both people and animals</p>	<p>What influences peoples' decisions when spending or saving money and how people keep track of their money</p> <p>To recognise that there are risks inherent in gambling, the impact that these can have and why people still do it</p> <p>Understanding the different choices and options people have to pay for things</p> <p>How to understand whether things are value for money and what this means to different people</p> <p>That money can be won, lost or stolen and that money can affect people's feelings and emotions</p> <p>There are a broad range of different jobs and people often have more than one during their careers and over their lifetime</p>	<p>How the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions</p> <p>That not everything should be shared online or social media and that there are rules about this, including the distribution of images</p> <p>That mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions</p> <p>How text and images can be manipulated or invented as well as strategies to recognise this</p> <p>To evaluate the reliability of how different types of online content and media</p> <p>To recognise and respond to unsafe or</p>
---	---	--	--	---	--	--

					<p>There are skills, attributes, qualifications and training needed for different jobs</p>	<p>suspicious content online</p> <p>How information is tailored to meet the interests of individuals and groups, and</p>
--	--	--	--	--	--	--

					<p>and some are paid more than others (including unpaid voluntary work)</p> <p>People's choice of a career/job is influenced by interests, skills and pay and there are different ways into them such college, apprentices and university</p> <p>How to question and challenge stereotypes about the types of jobs people can do</p>	<p>how it can be used to influence them</p> <p>How to recognise whether content they view online is age appropriate and make decision based on this</p> <p>How to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue</p>
--	--	--	--	--	--	---

VOCABULARY PROGRESSION

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Accident Behaviour Belong Bottom, Common Community Consent Diet Differences Earn Economics Empathy Endangered Environment Exercise Feelings Female Finance Fundraising Gender Global Healthy Hygiene Immunisation Male, Medicine Money Mutual respect Need negative Penis Pollution Positive Private Recycle Reduce	Appropriate/ Inappropriate Arguments Bullying Careers Consent Contact, devices Digital Diversity Emotion Endorphins Excluding Feeling Harmful Harmful Hazards hurtful Job description Local Loyal Mediation Mindfulness Nutrients Occupation Online safety Personal change Personal space Physical plaque Protect Protect public Resolve	Aerobic Balanced Diet Casualty Cavities Celebrations Challenging Conflicting Consent Contribute Courteous Cultural Decay Emergency Experiences External False Advertisements First aid Gay Goal Injury Lesbian Maintain manners Minimise multi- Cultural opinions, Oral permission Personal qualities Pescatarian Photoshop Polite, react Pressure recognise Regular Flossing Resist	Achievements Aggressive, Anti- Social Approval Attributes Circumstances Climate Change Commitment, Communication Compromise Confidence Consent Consequences Crisis Debate Discrimination Equality Grief Human rights Identity Illegal Individuality Influence Intensity Laws Legal life cycle Loss Menstruation Peers Period Politics Positive mindset prejudice privacy proportionately	Addiction Administer Adoption Assumptions Bisexual Body image Characteristics civil Partnerships Consent Ejaculation epi- pen Foster Gambling Gender neutral heterosexual Homosexual Inhaler Media Menstrual cycle Misinformation misleading, Online footprint Prescription Prevent Qualification Restricted resuscitate Side effects Social media Sole parenting Sperm stepfamilies Trans gender Transferable skills Unrestricted Wet dreams	Adoption Affect Anxiety Arranged marriage Calorie Conception Consent Critical Effect Egg Embryo Fertilisation Forced marriage Fostering hacking Intercourse interracial IVF lifestyle Manipulate mental health mental health problems Ovary physical health Platonic pop ups Reproduction Reproductive organs Reproductive system strategies stress Surrogacy Testes Transition

Appendix 2 Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY THE PARENT AND SENT TO HEADTEACHER			
Name of child:		Class :	
Name of parent:		Date:	
Date Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider and agreed Actions			
Parent signature:			