

# Grange Primary School



## Primary PSHE (Personal, Social, Health and Education) Policy Including Statutory Relationships and Sex Education (RSE) and Health Education 2025

***Belong***

***Believe***

***Achieve***

Grange Primary School considers that Relationship and Sex Education (RSE) is an integral part of the Personal, Social and Health Education (PSHE) and Citizenship curriculum, and is linked to that for Science. We believe that, to be effective, RSE should always be taught within a broader PSHE education programme. RSE enhances and is enhanced by learning related to topics including anti-bullying; keeping safe on and off line; keeping physically and mentally healthy, learning about drugs, alcohol and tobacco; and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making.

### **Aims**

The aims of relationship 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
- Promote safety in forming and maintaining relationships
- Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online.
- RSE relates to the school's values of Unity and Respect.

### **Statutory requirements**

At Grange, we have committed to retain our current choice to continue to teach age-appropriate sex education alongside relationships education. In doing so, we have regard to [guidance](#) issued by the Secretary of State as outlined in Section 403 of the [Education Act 1996](#).

Further, we recognise that as a school we have a responsibility under The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made under sections 34 & 35 of the *Children & Social Work Act 2017*, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education. RSE became statutory in all schools from September 2019. The law requires that Relationships and Sex Education (RSE) is to be taught in all secondary schools in England, and that Relationships Education is to be taught in all primary schools in England. Primary schools are also required to teach the elements of sex education contained in the science curriculum, and Health Education will also be mandatory in all Government-funded schools, which includes content on puberty.

At Grange we teach RSE as set out in this policy.

### **Policy development**

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 the leadership team, 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 via a pupil survey and discussion with student council
- Ratification: once amendments were made, the policy was shared with governors and approved by the full Governing Body.

### **Definition**

RSE is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. RSE, within PSHE, aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both on and off line. It enables pupils to explore their own and other's attitudes and values and builds their self-esteem and confidence to view their own sexuality positively. RSE is not about the promotion of sexual activity.

### **Curriculum**

At Grange, we hold the children at our heart and our cohesive vision is to help children understand and value who they are and how they fit and contribute to the world.

The sex education is progressive and developmental and has a strong focus on children understanding the changes that their bodies go through, so that they can grow up without fear or embarrassment. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- ☐ How a baby is conceived and born

For more information about our curriculum, see our curriculum maps in Appendix 1.

### **Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum and is taught in from Reception all the way through to Year 6. Sex Education (RSE) is delivered in the Summer Term at Grange as we feel this is usually when the children have reached the appropriate level of maturity to discuss the sensitive content in this area of the curriculum. It will use materials supplied by the Christopher Winter Project that will be adapted to suit the needs of the children under the care and guidance of Grange Primary School. RSE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. A variety of learning methods which involve children's full participation are used, for example, flashcards, anonymous questions and answer sessions and games to re-enforce key vocabulary. There will be opportunities for children to ask questions and teachers will use professional discretion and the national guidelines to ensure that they are appropriate questions.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

The SRE that we teach has two main functions: to help children enjoy successful relationships (with friends, siblings, parents, etc.) and to keep them safe, now and in the future. The Sex Education lessons aim to give children their entitlement to information about puberty and human reproduction, appropriate to their age and stage of development. It is treated in a matter-of-fact manner to allay embarrassment and fear. We do not believe it is controversial. It is flexible enough for Grange to ensure that the material fits with our ethos and values and there is a strong safeguarding element to it also.

Pupils may also receive stand-alone sex education sessions delivered by a trained health professional.

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

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

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).

**Pupils with SEND**

As far as is appropriate, pupils with special educational needs should follow the same RSE programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants work with individual pupils where required, and if appropriate.

It is not the school's policy to withdraw pupils with special educational needs from RSE to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement.

### **Roles and responsibilities**

#### **The governing board**

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

#### **The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE (see section 9).

#### **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.

#### **Pupils**

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

### **Parents/carers' right to withdraw**

Parents/carers have the right to withdraw their children from all or part of the Sex Education provided at school except for those parts included in statutory National Curriculum Science. Parents do not have the right to withdraw their children from relationships education. We believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

Parents/carers should be aware that schools are legally required to provide a broad, balanced curriculum. Sex education topics can arise incidentally and overlap with relationships education lessons and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

Those parents/carers wishing to exercise this right should be put their request for withdrawal in writing and addressed to the headteacher. Parents/carers are then invited in to see the head teacher and/or SRE Co-ordinator who will explore any concerns and discuss any impact that withdrawal may have on the child. Materials are available to parents/carers who wish to supplement the school SRE programme or who

wish to deliver SRE to their children at home. Alternative work will be given to pupils who are withdrawn from sex education.

### **Training**

Staff are trained on the delivery of RSE in our continuing professional development calendar. The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

### **Monitoring arrangements**

The delivery of RSE is monitored by members of the Senior Leadership Team and PSHE/RSE Lead through:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience
- Parental Feedback
- Planning scrutinies
- Learning walks

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

This policy is reviewed at least every 2 years and also in the light of any related issue that may occur such as any new findings arising from educational research, local or national guidance. At every review, the policy will be approved by the governing committee and the headteacher.

	Signed Head teacher	Signed Chair of Governors
Date of review:		
Date of next review:		

## Appendix 1: Curriculum Maps

### Relationships and Sex Education Curriculum Map

Year Group	Topic/Theme	PSHE Statements	Key Vocabulary
Reception	<p><b>Family and Friendship</b></p> <p><u>Lesson 1: Caring Friendships</u> Learning Outcomes:</p> <ul style="list-style-type: none"> <li>Know that friendships can make us feel happy</li> <li>Know some ways that we can make new friends feel welcome</li> </ul> <p><u>Lesson 2: Being Kind</u> Learning Outcomes:</p> <ul style="list-style-type: none"> <li>Know that arguing with friends and then making up can make friendships stronger</li> <li>That resorting to violence is never right</li> </ul> <p><u>Lesson 3: Families</u> Learning Outcomes:</p> <ul style="list-style-type: none"> <li>Identify different members of the family</li> <li>Understand how members of a family can help each other</li> </ul>	Personal, Social and Emotional Development Making Relationships	friendship, kindness, happy, sad, shy, feelings, lonely, sorry, angry, family, mum, dad, brother, sister, grandma, grandad, stepmum, stepdad, foster mum, foster dad
Year 1	<p><b>Growing and Caring for Ourselves</b></p> <p><u>Lesson 1: Different Friends</u> Learning Outcomes:</p> <ul style="list-style-type: none"> <li>Understand that we are all different but can still be friends</li> </ul> <p><u>Lesson 2: Growing and Changing</u> Learning Outcomes:</p> <ul style="list-style-type: none"> <li>Understand that babies need care and support</li> <li>Know that older children can do more by themselves</li> </ul>	<p><u>Core Theme 1: Health and Wellbeing</u></p> <ul style="list-style-type: none"> <li>about the process of growing from young to old and how people's needs change</li> <li>about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them</li> </ul> <p><u>Core Theme 2: Relationships</u></p>	friends, feelings, similar, different, family, boy, girl, male, female, private parts, penis, vulva

	<u>Lesson 3: Families and Care</u> Learning Outcomes: <ul style="list-style-type: none"> <li>Know there are different types of families</li> <li>Know which people we can ask for help</li> </ul>	<ul style="list-style-type: none"> <li>to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage.</li> </ul>	
Year 2	<p style="text-align: center;"><b>Differences</b></p> <u>Lesson 1: Differences: Boys and Girls</u> Learning Outcomes: <ul style="list-style-type: none"> <li>Understand that some people have fixed ideas about what boys and girls can do</li> <li>Describe the difference between male and female babies</li> </ul> <u>Lesson 2: Male and Female Animals</u> Learning Outcomes: <ul style="list-style-type: none"> <li>Describe some differences between male and female animals</li> <li>Understand that making a new life needs a male and a female</li> </ul> <u>Lesson 3: Naming Body Parts</u> Learning Outcomes: <ul style="list-style-type: none"> <li>Describe the physical differences between males and females</li> <li>Name the male and female body parts</li> </ul>	<u>Core Theme 1: Health and Wellbeing</u> <ul style="list-style-type: none"> <li>the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls.</li> </ul>	similar, different, sex, gender roles, stereotypes, boy, girl, male, female, private parts, penis, vulva
Year 3	<p style="text-align: center;"><b>Value Difference and Keeping Safe</b></p> <u>Lesson 1: Body Differences</u> Learning Outcomes: <ul style="list-style-type: none"> <li>Know and respect the body differences between ourselves and others</li> <li>Name male and female body parts using agreed words</li> </ul> <u>Lesson 2: Personal Space</u> Learning Outcomes:	<u>Core Theme 1: Health and Wellbeing</u> <ul style="list-style-type: none"> <li>the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls</li> <li>to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that</li> </ul>	stereotypes, gender roles, similar, different, male, female, private parts, penis, testicles, vulva, vagina, uterus, family, fostering, adoption, relationship



	<ul style="list-style-type: none"> <li>• Understand that each person's body belongs to them</li> <li>• Understand personal space and unwanted touch</li> </ul> <p><u>Lesson 3: Help and Support</u> Learning Outcomes:</p> <ul style="list-style-type: none"> <li>• Understand that all families are different and have different family members</li> <li>• Identify who to go to for help and support</li> </ul>	<p>makes them uncomfortable, anxious or that they believe to be wrong</p> <p><u>Core Theme 2: Relationships</u></p> <ul style="list-style-type: none"> <li>• to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage</li> <li>• to judge what kind of physical contact is acceptable or unacceptable and how to respond</li> </ul>	
Year 4	<p><b>Growing Up</b></p> <p><u>Lesson 1: Changes</u> Learning Outcomes:</p> <ul style="list-style-type: none"> <li>• Understand that puberty is an important stage in the human lifecycle</li> <li>• Know some changes that happen during puberty</li> </ul> <p><u>Lesson 2: What is Puberty?</u> Learning Outcomes:</p> <ul style="list-style-type: none"> <li>• Know about the physical and emotional changes that happen in puberty</li> <li>• Understand that children change into adults to be able to reproduce if they choose to</li> </ul> <p><u>Lesson 3: Healthy Relationships</u> Learning Outcomes:</p> <ul style="list-style-type: none"> <li>• Know that respect is important in all relationships including online</li> <li>• Explain how friendships can make people feel unhappy or uncomfortable</li> </ul>	<p><u>Core Theme 1: Health and Wellbeing</u></p> <ul style="list-style-type: none"> <li>• how their body will, and emotions may, change as they approach and move through puberty</li> <li>• to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them</li> <li>• about human reproduction</li> </ul>	<p>puberty, lifecycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotional, feelings</p>

Year 5	<p style="text-align: center;"><b>Puberty</b></p> <p><u>Lesson 1: Talking about Puberty</u> Learning Outcomes:</p> <ul style="list-style-type: none"> <li>• Explain the main physical and emotional changes that happen during puberty</li> <li>• Ask questions about puberty with confidence</li> </ul> <p><u>Lesson 2: The Reproductive System</u> Learning Outcomes:</p> <ul style="list-style-type: none"> <li>• Understand how puberty affects the reproductive organs</li> <li>• Describe what happens during menstruation and sperm production</li> </ul> <p><u>Lesson 3: Help and Support</u> Learning Outcomes:</p> <ul style="list-style-type: none"> <li>• Explain how to keep clean during puberty</li> <li>• Explain how emotions/relationships change during puberty</li> <li>• Know how to get help and support during puberty</li> </ul>	<p><u>Core Theme 1: Health and Wellbeing</u></p> <ul style="list-style-type: none"> <li>• how their body will, and emotions may, change as they approach and move through puberty</li> <li>• to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them</li> </ul> <p><u>Core Theme 2: Relationships</u></p> <ul style="list-style-type: none"> <li>• to feel confident to raise their own concerns, to recognise and care about other people's feelings</li> </ul>	<p>puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, sexual feelings</p>
Year 6	<p style="text-align: center;"><b>Puberty, Relationships and Reproduction</b></p> <p><u>Lesson 1: Puberty and Reproduction</u> Learning Outcomes:</p> <ul style="list-style-type: none"> <li>• Describe how and why the body changes during puberty in preparation for reproduction</li> <li>• Talk about puberty and reproduction with confidence</li> <li>•</li> </ul> <p><u>Lesson 2: Communication in Relationships</u> Learning Outcomes:</p> <ul style="list-style-type: none"> <li>• Explain differences between healthy and unhealthy relationships</li> </ul>	<p><u>Core Theme 1: Health and Wellbeing</u></p> <ul style="list-style-type: none"> <li>• how their body will, and emotions may, change as they approach and move through puberty</li> <li>• about human reproduction</li> <li>• the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</li> </ul> <p><u>Core theme 2: Relationships</u></p> <ul style="list-style-type: none"> <li>• to be aware of different types of relationship, including those</li> </ul>	<p>puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, sexual feelings</p>

	<ul style="list-style-type: none"> <li>• Know that communication and permission seeking are important</li> <li>•</li> </ul> <p><u>Lesson 3: Families, Conception and Pregnancy</u></p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> <li>• Describe the decisions that have to be made before having children</li> <li>• Know some basic facts about conception and pregnancy</li> </ul> <p><u>Lesson 4: Online Relationships</u></p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> <li>• To have considered when it is appropriate to share personal/ private information in a relationship</li> <li>• To know how and where to get support if an online relationship goes wrong</li> </ul>	<p>between friends and families, civil partnerships and marriage.</p> <ul style="list-style-type: none"> <li>• to recognise what constitutes positive healthy relationships and develop the skills to form them.</li> </ul>	
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## Science Curriculum Map

All schools are legally required to teach the following elements of RSE through the Science Curriculum (this is a statutory requirement and children cannot be withdrawn from this part of the curriculum):

Year Group		Science Attainment Grades	Topic/Theme Details	Lesson			
				1	2	3	4
Key Stage 1 (Age 5-7 Years)	Year 1	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (S1)	Key Vocabulary: <i>head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth</i>  Children have plenty of opportunities to learn the names of the main body parts through games, actions, songs and rhymes.		✓		
	Year 2	Notice that animals, including humans, have offspring which grow into adults (including reference to baby, toddler, child, teenager and adult) (S2)  Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene(S3)	Key Vocabulary: <i>baby, toddler, child, teenager, adult</i>  Children are introduced to the process of reproduction and growth in animals. The focus is to help pupils to recognise growth, for example: egg, chick, chicken or egg, caterpillar, pupa, butterfly or spawn, tadpole, frog	✓	✓	✓ (S1)	
Key Stage 2 (Age 7-11 Years)	Year 3	No targets relating to puberty or reproduction					
	Year 4	<b>See Year 5 Targets</b>		✓ (S4)	✓ (S4)		
	Year 5	Describe the life process of reproduction in some plants and animals (S4)  Describe the changes as humans develop to old age (S5)	<b>Living things and their habitats</b> Key Vocabulary: <i>sexual reproduction, sperm, ovum, internal fertilisation, external fertilisation, egg, live birth, gestation period</i> Children find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals  <b>Animals, including humans</b> Key Vocabulary: <i>gestation period, pregnancy, live birth</i> Children draw a timeline to indicate changes in the growth and development of humans. Children learn about the changes experienced in puberty.	✓ (S5)	✓ (S5)		
	Year 6	Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents (S6)				✓ (S5)  ✓ (S6)	

## Appendix 2: By the end of primary school pupils should know

### Relationship Education Outcomes

Topic	Pupils should know...	Rec	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Families and people who care about me	That families are important for children growing up because they can give love, security and stability	Lesson 3	Lesson 3		Lesson 3			Lesson 2
	The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives		Lesson 3		Lesson 3			Lesson 2
	That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care		Lesson 3		Lesson 3			Lesson 3
	That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up		Lesson 3		Lesson 3			Lesson 2&3
	That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong							Lesson 3
	How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed		Lesson 3		Lesson 3			Lesson 2

Topic	Pupils should know...	Rec	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Caring friendships	How important friendships are in making us feel happy and secure, and how people choose and make friends	Lesson 1&3						Lesson 2
	The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties					Lesson 3		Lesson 2
	That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	Lesson 1				Lesson 3		Lesson 2
	That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right	Lesson 1				Lesson 3		Lesson 2
	How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed		Lesson 3		Lesson 2	Lesson 3		

Topic	Pupils should know...	Rec	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Respectful relationships	The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs	Lesson 3	Lesson 1	Lesson 1&2	Lesson 1	Lesson 3		
	Practical steps they can take in a range of different contexts to improve or support respectful relationships				Lesson 2	Lesson 3		Lesson 2
	The conventions of courtesy and manners	Embedded through use of ground rules and circle me						
	The importance of self-respect and how this links to their own happiness				Lesson 2	Lesson 3		Lesson 2
	That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority		Lesson 1			Lesson 3		

	About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help				Lesson 2	Lesson 3		
	What a stereotype is, and how stereotypes can be unfair, negative or destructive			Lesson 1				
	The importance of permission-seeking and giving in relationships with friends, peers and adults					Lesson 3		Lesson 2

Topic	Pupils should know...	Rec	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Online Relationships	That people sometimes behave differently online, including by pretending to be someone they are not							Lesson 4
	That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous					Lesson 3		Lesson 4
	Rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them							Lesson 4
	How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met					Lesson 3		
	How information and data is shared and used online							Lesson 4

Topic	Pupils should know...	Rec	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Being Safe	What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)				Lesson 2			Lesson 2&4
	About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe				Lesson 2			Lesson 2&4
	That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact				Lesson 2			Lesson 2
	How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know		Lesson 3		Lesson 2&3			Lesson 2&4
	How to recognise and report feelings of being unsafe or feeling bad about any adult				Lesson 3			Lesson 2&4
	How to ask for advice or help for themselves or others, and to keep trying until they are heard				Lesson 2&3			
	How to report concerns or abuse, and the vocabulary and confidence needed to do so				Lesson 2&3			Lesson 4
	Where to get advice e.g. family, school and/or other sources				Lesson 3			Lesson 4

## Appendix 2: By the end of primary school pupils should know

### Health Education Outcomes

Topic	Pupils should know...	Rec	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Mental Wellbeing	That mental wellbeing is a normal part of daily life, in the same way as physical health.					Lesson 2	Lesson 3	
	That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	Lesson 1&2	Lesson 1&3			Lesson 2	Lesson 3	
	How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.	Lesson 1&2	Lesson 1&3			Lesson 2	Lesson 1&3	Lesson 1
	How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.					Lesson 2	Lesson 1&3	
	The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.						Lesson 3	Lesson 1
	Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.					Lesson 2	Lesson 1&3	Lesson 1
	Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	Lesson 1						Lesson 1
	That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.							Lesson 4

Topic	Pupils should know...	Rec	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Internet Safety	That for most people the internet is an integral part of life and has many benefits	While many of the suggested outcomes are touched on in the Christopher Winter Project, the school continues to use a different scheme.						
	About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.							
	How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.							
	Why social media, some computer games and online gaming, for example, are age restricted.							
	That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.							
	How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.							
	Where and how to report concerns and get support with issues online							

Topic	Pupils should know...	Rec	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Changing Adolescent body	Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.					Lesson 1&2	Lesson 1, 2&3	Lesson 1
	About menstrual wellbeing including the key facts about the menstrual cycle.					Lesson 2	Lesson 1, 2&3	Lesson 1

## Appendix 3

### Parent Request for Withdrawal from Sex Education Lessons

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from Sex Education within Relationships and Sex Education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	