



Creating a chance to SHINE every day

## Relationships and Sex Education Policy (from September 2020)

This policy was ratified: March 2021

And will be reviewed: March 2023

Signed by Headteacher: Samantha Welsby

Signed by Chair: Dave McWhirter

### **How this Policy was developed**

This policy was written by SLT and developed in consultation with parents, teachers and other school staff, governors and the pupils at Newbold and Tredington C of E Primary School and Day Nursery. We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all of our pupils. It has been approved by the school's governing body.

### **Legal requirements of schools**

It is now a statutory requirement for primary schools to deliver Relationships Education and the Department of Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings and - drawing on knowledge of the human life cycle set out in the National Curriculum for science - how a baby is conceived and born.

### **Health Education is also statutory in all schools.**

We at Newbold and Tredington C of E Primary School and Day Nursery acknowledge that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision.

### **What Personal, Social, Health and Economic (PSHE) education including Relationships Education, is:**

Our PSHE education, including statutory Relationships and Health education, and non-statutory sex education, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to

stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

The school's PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

### **How PSHE education, including Relationships Education, is provided and who is responsible for this.**

At Newbold and Tredington C of E Primary School and Day Nursery we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. An overview of SCARF can be found in our appendices. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

We follow the six suggested half termly units and adapt the scheme of work where necessary to meet the local circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work. The school council are also consulted as part of our planning, to ensure pupil voice is considered and fed into the planned programme.

Our PSHE subject lead, Samantha Welsby, works in conjunction with teaching staff in each year group and is responsible for ensuring that all staff are equipped with the knowledge,

skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films. Any teacher wanting further support should contact the PSHE subject lead in the first instance to discuss their training needs.

Class teachers follow the suggested six half termly units provided by SCARF for each year. Lessons can be a weekly standalone PSHE lesson or be cross curricular. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE lead often discuss this on an informal basis.

We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school. Assessment is completed by the class teacher using the SCARF Summative Assessment 'I can...' statements, alongside the lesson plan learning outcomes to demonstrate progression of both skills and knowledge.

### **What is being taught.**

In the appendices can be found the SCARF medium term planning for both Key stage 1 and 2 and the Early Years Foundation Stage as well an overview of our Science programmes of study.

### **The Early Years Foundation Stage**

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

### **KS1 and KS2**

The SCARF programme divides the year into 6 themed units:

1. **Me and My Relationships:** includes content on feelings, emotions, conflict resolution and friendships;
2. **Valuing Difference:** a focus on respectful relationships and British values;
3. **Keeping Myself Safe:** looking at keeping ourselves healthy and safe
4. **Rights and Responsibilities:** learning about money, living the wider world and the environment;
5. **Being My Best:** developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. **Growing and Changing:** finding out about the human body, the changes that take place from birth to old age and being safe.

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside - then collaboratively with - their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education that takes place in Y6 children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

## **Protective Behaviours**

Protective Behaviours is a practical and down to earth approach to personal safety. It is a process which encourages self-empowerment and brings with it the skills to avoid being victimised. This is achieved by helping children recognise and trust their intuitive feelings (Early Warning Signs/EWS) and to develop strategies for self-protection. The Protective Behaviours process encourages an adventurous approach to life which satisfies the need for fun and excitement without violence and fear. The programme has two themes which run throughout the sessions:

Theme 1: We all have the right to feel safe all the time.

Theme 2: We can talk with someone about anything, even if it feels awful or small.

Protective Behaviours is delivered across the entire school from Reception to Year Six in the spring term. There are four lessons in each year group. Lessons are delivered over one week, although the lessons are revisited throughout the school year.

PSHE lessons are taught by their class teacher once a week in their timetabled PSHE lesson, throughout the whole year in their usual classes, in mixed sex groupings, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. This includes a confidentiality statement understood by adults and children. The teachers will

also use a range of skills, including distancing techniques and the anonymous question box. Teachers will answer children's questions factually and honestly in an age appropriate way and respond to any disclosures following the schools safeguarding procedures/child protection policy which can be found on our website.

### [Creating a Safe Learning Environment Guidance](#)

Support is provided to children experiencing difficulties on a one-to-one basis, via our pastoral teaching assistant. Relevant leaflets, websites and posters can be found on display referring pupils to sources of help and advice, alongside suitable books which can be found in the library.

### **How PSHE education is monitored, evaluated and assessed**

We use three methods of monitoring and assessing learning within PSHE at Newbold and Tredington C of E Primary School:

#### **SCARF Progress**

For each of the six units we carry out a specially designed pre- and post-unit assessment activity. Conducted twice, first at the beginning of the unit to determine where the children are at; and then again at the end of the unit, enabling us to monitor progress, record key points and identify areas for further development. This both teacher and child to see what progress has been made over the course of each half- termly unit of lesson plans.

#### **SCARF Success**

At the end of a unit we consider a range of 'I can' statements, which summarise children's learning against the unit's key learning outcomes.

#### **Wearing my SCARF**

This approach encourages children to reflect personally on their learning. They can record what they found helpful, thought-provoking, challenging and where their learning might take them to next. This also plays a key role in helping us to evaluate the programme.

This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.

The monitoring of the standards of children's work and of the quality of PSHE education is the responsibility of the PSHE subject lead. The work of the subject lead also involves supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject.



## **How the delivery of the content will be made accessible to all pupils**

It is not our school's policy to withdraw pupils with special educational needs from PSHE education 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, and contribute to it. Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme. Work in PSHE takes into account the targets set for individual children in their Personalised learning Plans (PLPs).

SCARF lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that identifies as transgender will have access to RSE that is relevant to the puberty they are likely to experience.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Research shows that, on average, about 4% of pupils will go on to define themselves as gay, lesbian, bi-sexual or pansexual (GLBP). It is possible that some pupils will also have GLBP parents/carers, brothers or sisters, other family members and/or friends. Our PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

Please request to see the school's policy on anti-bullying, equality, diversity and inclusion for further information.

## 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 non-science components of RSE (see section 8).   |
| Staff               | <p>Staff are responsible for:</p> <ul style="list-style-type: none"><li>• Delivering RSE in a sensitive way</li><li>• Modelling positive attitudes to RSE</li><li>• Monitoring progress</li><li>• Responding to the needs of individual pupils</li><li>• Responding appropriately to pupils whose parents wish them to be withdrawn from the non science components of RSE</li></ul> <p>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.</p> <p>Mrs Sarah Perrott, Mr Richard Ganjavi, Miss Caroline Hale and Miss Natalie Walsh are responsible for teaching RSE.</p> |
| Pupils              | Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.   |

### Parental concerns and withdrawal of students

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff.

Before granting a request to withdraw a child/ren, the head teacher will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said

in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead). The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum.

It is statutory for our school to show parents examples of the resources we plan to use. We will provide opportunities for parents to view examples through class/year group meetings either face to face or virtually. Ongoing communication with parents about what is planned to be taught and when, will be provided through termly letters home. We advise parents to view the resources in order to support them in carrying out their responsibilities relating to providing RSE at home. It is valuable for a child's development to learn about its own families values in regards to relationships and sex alongside the information they receive at school.

### **Safeguarding Children**

When teaching any sensitive topic, such as RSE which deals with family life, safe and appropriate touching, personal body parts and healthy relationships, we recognise the potential to uncover incidents of abuse through children's disclosures. All members of staff who deliver any of our Relationship or Sex Education Programme, have statutory training around safeguarding children and are all aware of our school's safeguarding policy and procedures in the case of a disclosure or suspicion of a safeguarding concern.

We recognise that for children who may be vulnerable due to past or present abuse or changes in family situations, this type of work may need to be adapted or additional support be offered. Our Relationship and Sex Education programme is considered a protective factor in preventing further abuse; to help children make sense of their experiences and is essential to help them develop skills and resilience to keep them safe in future.

### **Dissemination of the Policy**

This policy has been made accessible to parents, teachers and other school staff, governors through the school website. Anyone wanting a printed copy or the policy to be provided in another language or format, should make a request to the school office. Should the policy be required in other languages, please contact the school office.

Should further information about PSHE education be required, please contact the PSHE education lead.



## **Policy Review and Development Plan**

The policy will be reviewed every three years, in consultation with parents, teachers and other school staff, governors and pupils.

## **Sources of Further Information**

This policy has drawn on:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2019)
- Creating a PSHE education policy for your school, The PSHE Association (September 2018)
- Sex and Relationships Education (SRE) for the 21st Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)

This policy should be read in conjunction with the following:

- Safeguarding/Child Protection policy (inc. responding to disclosures)
- Anti-bullying policy
- Equality, diversity and inclusion policy
- DfE 'Keeping children safe in education' (2019)

## An overview of the Programme Content:

| Ruby Class 2020 - 2021  |                      |                    |                     |                             |               |
|-------------------------|----------------------|--------------------|---------------------|-----------------------------|---------------|
| Autumn term 1           | Autumn term 2        | Spring 1           | Spring 2            | Summer 1                    | Summer 2      |
| Me and my relationships | Growing and Changing | Valuing difference | Keeping myself safe | Rights and responsibilities | Being my best |

  

| Ruby Class 2021 - 2020  |                    |                      |                     |               |                             |
|-------------------------|--------------------|----------------------|---------------------|---------------|-----------------------------|
| Autumn term 1           | Autumn term 2      | Spring 1             | Spring 2            | Summer 1      | Summer 2                    |
| Me and my relationships | Valuing difference | Growing and Changing | Keeping myself safe | Being my best | Rights and responsibilities |

| Sapphire Class 2020-2021 (Y3 units)  |   |  |   |   |   |
|--|---|--|---|---|---|
| Autumn term 1<br>Me and My Relationships   | Autumn term 2<br>Valuing Difference   | Spring 1<br>Keeping Myself Safe  | Spring 2<br>Rights and Responsibilities   | Summer 1<br>Being My Best   | Summer 2<br>Growing and Changing  |
| As a rule<br>My special pet<br>Looking after our special people<br>Dan's dare<br>Thanks<br>Friends are special | Family and friends<br>My community<br>Respect and challenge<br>Our friends and neighbours<br>Let's celebrate our differences<br>Zeb | Safe or unsafe?<br>Danger or risk?<br>Alcohol and cigarettes<br>Super searcher<br>None of your business<br>Help or harm? | Our helpful volunteers<br>Helping each other to stay safe<br>Harold's environment project<br>Can Harold afford it?<br>Earning money | Derek cooks dinner<br>Poorly Harold<br>For or against?<br>Getting on with your nerves<br>Body team work | Relationship Tree<br>Body space<br>Secret or surprise?<br>Basic first aid |

| Sapphire Class 2021-2022 (Y2 units)  |  |  |   |   |   |
|--|--|--|---|---|---|
| Autumn term 1<br>Me and My Relationships   | Autumn term 2<br>Valuing Difference  | Spring 1<br>Keeping Myself Safe  | Spring 2<br>Being My Best   | Summer 1<br>Rights and Responsibilities   | Summer 2<br>Growing and Changing  |
| Our ideal classroom<br>How are you feeling today?<br>Bullying or teasing?<br>Don't Do That!<br>Types of bullying<br>Be a good friend<br>Let's all be happy | What makes us who we are?<br>How do we make others feel?<br>My special people<br>When someone is feeling left out<br>An act of kindness<br>Solve the problem | Harold's picnic<br>How safe would you feel?<br>What should Harold say?<br>I don't like that!<br>Fun or not?<br>Should I tell?<br>Some secrets should never be kept | You can do it!<br>My day<br>Harold's postcard<br>Harold's bathroom<br>My body needs...<br>What does my body do? | Getting on with others<br>When I feel like erupting<br>Feeling safe<br>How can we look after our environment?<br>Harold saves for something special<br>Harold goes camping<br>Playing games | A helping hand<br>Sam moves away<br>Haven't you grown!<br>My body, your body<br>Respecting privacy<br>Basic first aid |

| Emerald Class 2020-2021 (Y5 units)   |  |   |   |   |  |
|--|--|---|---|---|--|
| Autumn 1   | Autumn 2   | Spring 1  | Spring 2  | Summer 1  | Summer 2   |
| <b>Me and My Relationships</b> <ul style="list-style-type: none"> <li>• Collaboration challenge</li> <li>• Give and take</li> <li>• How good a friend are you?</li> <li>• Relationship cake recipe</li> <li>• Being assertive</li> <li>• Our emotional needs</li> <li>• Communication</li> </ul> | <b>Valuing Differences</b> <ul style="list-style-type: none"> <li>• Qualities of friendship</li> <li>• King conversations</li> <li>• Happy being me</li> <li>• The land of the Red People</li> <li>• Is it true?</li> <li>• It could happen to anyone</li> </ul> | <b>Keeping Myself Safe</b> <ul style="list-style-type: none"> <li>• 'Thinking' about habits</li> <li>• Jay's dilemma</li> <li>• Spot bullying</li> <li>• Ella's diary dilemma</li> <li>• Decision dilemmas</li> <li>• Play, like, share</li> <li>• Drugs: true or false?</li> <li>• Smoking: what is normal?</li> <li>• Would you risk it?</li> </ul> | <b>Rights and Responsibilities</b> <ul style="list-style-type: none"> <li>• What's the story?</li> <li>• Fact or opinion?</li> <li>• Rights, responsibilities and duties</li> <li>• Mo makes a difference</li> <li>• Spending wisely</li> <li>• Lend us a fiver!</li> <li>• Local councils</li> </ul> | <b>Being my Best</b> <ul style="list-style-type: none"> <li>• Getting fit</li> <li>• It all adds up!</li> <li>• Different skills</li> <li>• My School Community</li> <li>• Independence and responsibility</li> <li>• Star qualities?</li> <li>• Basic first aid</li> </ul> | <b>Growing and Changing</b> <ul style="list-style-type: none"> <li>• How are they feeling?</li> <li>• Taking notice of our feelings</li> <li>• Dear Hetty</li> <li>• Changing bodies and feelings</li> <li>• Growing up and changing bodies</li> <li>• Help! I'm a teenager - get me out of here!</li> <li>• Dear Ash</li> <li>• Stop, start, stereotypes</li> </ul> |

| Emerald Class 2021-2022 (Y4 units)   |   |   |  |   |  |
|--|---|---|--|---|--|
| Autumn 1   | Autumn 2  | Spring 1  | Spring 2   | Summer 1  | Summer 2   |
| <b>Me and My Relationships</b> <ul style="list-style-type: none"> <li>• An email from Harold</li> <li>• Ok or Not (P1 &amp;2)</li> <li>• Human Machines</li> <li>• Different Feelings</li> <li>• When feelings change</li> <li>• Under pressure</li> </ul> | <b>Valuing Differences</b> <ul style="list-style-type: none"> <li>• Can you sort it?</li> <li>• Islands</li> <li>• Friend or acquaintance</li> <li>• What would I do?</li> <li>• The people we share our world with</li> <li>• This is such a stereotype</li> </ul> | <b>Keeping Myself Safe</b> <ul style="list-style-type: none"> <li>• Danger, risk or hazard?</li> <li>• Picture wise</li> <li>• How dare you!</li> <li>• Medicines: check the label</li> <li>• Know the norms</li> <li>• Keeping ourselves safe</li> <li>• Raisin challenge</li> </ul> | <b>Rights and Responsibilities</b> <ul style="list-style-type: none"> <li>• Who helps us stay healthy and safe?</li> <li>• It's your right</li> <li>• How do we make a difference?</li> <li>• In the news!</li> <li>• Safety in numbers</li> <li>• Logo quiz</li> <li>• Harold's expenses</li> <li>• Why pay taxes?</li> </ul> | <b>Being my Best</b> <ul style="list-style-type: none"> <li>• What makes me ME!</li> <li>• Making choices</li> <li>• SCARF Hotel</li> <li>• Harold's seven Rs</li> <li>• May school community</li> <li>• Basic first aid</li> </ul> | <b>Growing and Changing</b> <ul style="list-style-type: none"> <li>• Moving house</li> <li>• My feelings are all over the place!</li> <li>• All change!</li> <li>• Preparing for periods</li> <li>• Secret or surprise?</li> <li>• Together</li> </ul> |

| Amber Class  |   |  |  |   |   |
|--|---|--|--|---|---|
| Autumn term 1<br>Me and my Relationships   | Autumn term 2<br>Being My Best  | Spring 1<br>Valuing Difference   | Spring 2<br>Rights & Responsibilities  | Summer 1<br>Growing & Changing  | Summer 2<br>Keeping myself safe   |
| <ul style="list-style-type: none"> <li>• Working Together</li> <li>• Let's Negotiate</li> <li>• Solve the Friendship Problem</li> <li>• Dan's Day</li> <li>• Acting Appropriately</li> <li>• Assertiveness skills</li> </ul> | <ul style="list-style-type: none"> <li>• Five ways to Wellbeing project</li> <li>• This will be your life!</li> <li>• Our recommendations</li> <li>• What's the risk? 1</li> <li>• What's the risk? 2</li> <li>• Basic First Aid</li> </ul> | <ul style="list-style-type: none"> <li>• Ok to be different</li> <li>• We have more in common than not</li> <li>• Respecting differences</li> <li>• Tolerance and respect for others</li> <li>• Advertising friendships</li> <li>• Boys will be boys? Challenging genre stereotypes</li> </ul> | <ul style="list-style-type: none"> <li>• Action stations</li> <li>• What's it worth?</li> <li>• Jobs and taxes</li> <li>• Happy shoppers</li> <li>• Democracy in Britain - Elections</li> <li>• Democracy in Britain - how (most) laws are made</li> </ul> | <ul style="list-style-type: none"> <li>• Helpful or unhelpful? Managing change</li> <li>• I look great!</li> <li>• Media Manipulation</li> <li>• Pressure online</li> <li>• Is this normal?</li> <li>• Making babies</li> </ul> <p><b>Growing up &amp; Changing Bodies/ Changing Bodies &amp; Feelings/What's the story? (Y5 alt units)</b></p> | <ul style="list-style-type: none"> <li>• Think before you click!</li> <li>• Traffic Lights</li> <li>• Rat Park</li> <li>• What sort of drug is...?</li> <li>• Drugs: it's the law!</li> <li>• Alcohol: what is normal?</li> </ul> |



## Appendix 1: Summary of science programme of study with specific reference to the human body and reproduction

| Science Curriculum |           |                                  |  |  |
|--------------------|-----------|----------------------------------|--|--|
|                    |           |                                  | Statutory  | Non Statutory  |
| Early Adapters     | Nursery   | Babies to 3                      | <p>Model positive attitudes about the differences between people. Support children's acceptance of difference. Have resources which include:</p> <ul style="list-style-type: none"> <li>• positive images of people who are disabled</li> <li>• books and play materials that reflect the diversity of life in modern Britain</li> </ul> <p>materials which confront gender stereotypes</p>  |  |
|                    | Reception | 3 and 4 year olds                | <ul style="list-style-type: none"> <li>• Ensure that resources reflect the diversity of life in modern Britain.</li> <li>• Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities.</li> <li>• Answer their questions and encourage discussion. Suggestion: talk positively about different appearances, skin colours and hair types.</li> </ul> |  |
|                    | Year 1    | Animals including humans         | <ul style="list-style-type: none"> <li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>   | <ul style="list-style-type: none"> <li>• Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.</li> </ul>   |
|                    | Year 2    | Living things and their habitats | <ul style="list-style-type: none"> <li>• explore and compare the differences between things that are living, dead, and things that have never been alive</li> </ul>  | <ul style="list-style-type: none"> <li>• Pupils should be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy.</li> </ul>   |
|                    |           | Animals including humans         | <ul style="list-style-type: none"> <li>• notice that animals, including humans, have offspring which grow into adults</li> <li>• find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>• describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>  | <ul style="list-style-type: none"> <li>• Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.</li> </ul> |
|                    | Year 3    | Animals including humans         | <ul style="list-style-type: none"> <li>• 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</li> <li>• identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>   | <ul style="list-style-type: none"> <li>• Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.</li> </ul>  |



|        |                                  |  |   |
|--------|----------------------------------|--|---|
| Year 4 | Animals including humans         | <ul style="list-style-type: none"> <li>• describe the simple functions of the basic parts of the digestive system in humans</li> <li>• identify the different types of teeth in humans and their simple functions</li> <li>• construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>   | <ul style="list-style-type: none"> <li>• Pupils should be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them to understand their special functions.</li> </ul>   |
| Year 5 | Living things and their habitats | <ul style="list-style-type: none"> <li>• describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>• describe the life process of reproduction in some plants and animals.</li> </ul>   | <ul style="list-style-type: none"> <li>• Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.</li> <li>• They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.</li> </ul>  |
|        | Animals including humans         | <ul style="list-style-type: none"> <li>• describe the changes as humans develop to old age.</li> </ul>   | <ul style="list-style-type: none"> <li>• Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.</li> <li>• Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.</li> </ul>   |
| Year 6 | Animals including humans         | <ul style="list-style-type: none"> <li>• identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>• recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>• describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils should build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function.</li> <li>• Pupils should learn how to keep their bodies healthy and how their bodies might be damaged - including how some drugs and other substances can be harmful to the human body.</li> <li>• Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</li> </ul> |

## Appendix 2: Definition of 'consent' as taught within the context of lessons

No one should ever touch you without your permission or consent. You have the right to decide who you allow into your personal space and you should always respect other people's right and wishes too.

## Appendix 3: By the end of primary school pupils should know

| Topic                                 | Pupils Should Know  |
|---------------------------------------|---|
| Families and people who care about me | <ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>           |
| Caring friendships                    | <ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>  |
| Respectful relationships              | <ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul> |
| Online relationships                  | <ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>  |

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| Being safe | <ul style="list-style-type: none"><li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li><li>• 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</li><li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li><li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li><li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li><li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li><li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li><li>• Where to get advice e.g. family, school and/or other sources</li></ul> |
|------------|--|