

# St Gabriel's C of E Primary School



## Relationships and sex education policy (from Autumn 2020)

Approved by:

Date:

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## Contents

1. Aims
  2. Statutory requirements
  3. Policy development
  4. Definition
  5. Curriculum
  6. Delivery of RSE
  7. Roles and responsibilities
  8. Parents' right to withdraw
  9. Training
  10. Monitoring arrangements
- Appendix 1: By the end of primary school pupils should know
- Appendix 2: Curriculum map
- Appendix 3: Parent form: withdrawal from sex education within RSE
- 

### 1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

### 2. Statutory requirements

From September 2020 it is statutory that all primary schools in England teach relationships education. As a maintained 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 but we do need to teach the elements of sex education contained in the 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 St Gabriel's we teach RSE as set out in this policy.

### 3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – the PSHE Lead and Head teacher pulled together all relevant information including relevant national and local guidance
2. PSHE Governor consultation – given the opportunity to look at the policy and make recommendations

3. Governor consultation – all school governors were given the opportunity to look at the policy and make recommendations
4. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
5. Parent consultation – parents and carers were invited to attend a meeting about the policy
6. Pupil consultation – we investigated what exactly pupils want from their RSE through information gathered by school council members.
7. Ratification – once amendments were made, the policy was ratified and shared with all

#### 4. Definition

Relationship education is separate from sex education and parents can only withdraw their children from sex education.

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, 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.

#### 5. Curriculum

Our curriculum is set out as per Appendix 1. It is subject to review and revision but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, 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 appropriate manner so the children are fully informed and don't seek answers online.

#### 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum.

Pupils also receive stand-alone sex education sessions delivered by a trained health professional in Years 5 and 6 for which permission from parents is sought and slides and materials are shared with parents in a meeting ahead of the teaching (see Appendix 3 for slides used).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for us
- 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).

## 7. Roles and responsibilities

### 7.1 The governing body

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

### 7.2 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-science components of RSE (see section 8).

### 7.3 Staff

Staff are responsible for:

- › Delivering RSE in a sensitive way
- › Modelling positive attitudes to RSE
- › Monitoring progress
- › Responding to the needs of individual pupils
- › Responding appropriately to pupils whose parents wish them to be withdrawn from 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.
- › All class teachers are responsible for teaching RSE.
- › The PSHE coordinator is responsible for monitoring RSE.

### 7.4 Pupils

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

## 8. Parents' right to withdraw

Parents may withdraw their child from part or all of the non-statutory sex education [see Appendix Three] which takes place in Years 5 and 6. A letter home and a parent meeting takes place before these sessions start to encourage discussion of any concerns. If a parent wishes to withdraw their child they should arrange a meeting with the class teacher to talk through concerns further and if they insist on withdrawing their child from these lessons, they should be asked to put this request in writing to the Head teacher. Alternative work will be given to pupils who are withdrawn from sex education.

Parents cannot withdraw their children from relationships education. Please see Appendix Two.

Parents cannot withdraw their children from any part of the Science Curriculum. Please see below for aspects of the Science curriculum relating to RSE.

YEAR GROUP	STATUTORY SCIENCE OBJECTIVES
YEAR ONE	<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>
YEAR TWO	<ul style="list-style-type: none"> <li>• notice that animals, including humans, have offspring which grow into adults</li> <li>• describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>
YEAR FIVE	<ul style="list-style-type: none"> <li>• describe the life process of reproduction in some plants and animals</li> <li>• describe the changes as humans develop to old age</li> </ul>

### 9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

### 10. Monitoring arrangements

The delivery of RSE is monitored by the PSHE coordinator through planning, scrutiny, PSHE books, learning walks.

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

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

The Department for Education’s [statutory Relationships Education, RSE and Health Education guidance](#) sets out what schools must cover (below).

Appendix 1: 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>

TOPIC	PUPILS SHOULD KNOW
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>
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>

Each aspect of the statutory guidance (Appendix 1) is covered by the PSHE Association Programme of Study learning opportunities below.

## Appendix 2: Curriculum map

### Relationships and sex education curriculum map

#### Year One

THEME	DETAILS
Health and Wellbeing  Healthy lifestyles (physical wellbeing)	H1. about what keeping healthy means; different ways to keep healthy H2. about foods that support good health and the risks of eating too much sugar H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health H8. how to keep safe in the sun and protect skin from sun damage
Health and Wellbeing  Mental health	H11. about different feelings that humans can experience H12. how to recognise and name different feelings H16. about ways of sharing feelings; a range of words to describe feelings H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good
Health and Wellbeing  Ourselves, growing and changing	H21. to recognise what makes them special H22. to recognise the ways in which we are all unique H23. to identify what they are good at, what they like and dislike H25. to name the main parts of the body including external genitalia H27. about preparing to move to a new class/year group
Health and Wellbeing  Keeping safe	H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them H35. about what to do if there is an accident and someone is hurt H36. how to get help in an emergency (how to dial 999 and what to say)
Health and Wellbeing  Drugs, alcohol and tobacco	H37. about things that people put into their body or on their skin; how these can affect how people feel

THEME	DETAILS
Relationships  Families and close positive relationships	R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own R4. to identify common features of family life
Relationships  Friendships	R6. about how people make friends and what makes a good friendship R7. about how to recognise when they or someone else feels lonely and what to do
Relationships  Managing hurtful behaviour and bullying	R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying
Relationships  Safe relationships	R15. how to respond safely to adults they don't R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard
Relationships  Respecting self and others	R22. about how to treat themselves and others with respect; how to be polite and courteous
Living in the Wider World  Communities	L6. to recognise the ways they are the same as, and different to, other people
Living in the Wider World  Media literacy & digital resilience	L8. about the role of the internet in everyday life

## Year 2

THEME	DETAILS
Health and Wellbeing  Healthy lifestyles (physical wellbeing)	H2. about foods that support good health and the risks of eating too much sugar H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday H4. about why sleep is important and different ways to rest and relax H5. simple hygiene routines that can stop germs from spreading H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV H10. about the people who help us to stay physically healthy
Health and Wellbeing  Mental health	H13. how feelings can affect people's bodies and how they behave H14. how to recognise what others might be feeling H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better
Health and Wellbeing  Ourselves, growing and changing	H21. to recognise what makes them special H22. to recognise the ways in which we are all unique H24. how to manage when finding things difficult H26. about growing and changing from young to old and how people's needs change H27. about preparing to move to a new class/year group
Health and Wellbeing  Keeping safe	H28. about rules and age restrictions that keep us safe H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them H35. about what to do if there is an accident and someone is hurt H36. how to get help in an emergency (how to dial 999 and what to say)
Health and Wellbeing  Drugs, alcohol and tobacco	H37. about things that people put into their body or on their skin; how these can affect how people feel
Relationships  Families and close positive relationships	R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried

THEME	DETAILS
Relationships Friendships	R8. simple strategies to resolve arguments between friends positively R9. how to ask for help if a friendship is making them feel unhappy
Relationships Managing hurtful behaviour and bullying	R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult
Relationships Safe relationships	R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R14. that sometimes people may behave differently online, including by pretending to be someone they are not R17. about knowing there are situations when they should ask for permission and also when their permission should be sought R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe
Relationships Respecting self and others	R22. about how to treat themselves and others with respect; how to be polite and courteous R23. to recognise the ways in which they are the same and different to others
Living in the Wider World Communities	L4. about the different groups they belong to
Living in the Wider World Media literacy & digital resilience	L7. about how the internet and digital devices can be used safely to find things out and to communicate with others L9. that not all information seen online is true

## Year Three

THEME	DETAILS
<p>Health and Wellbeing</p> <p>Healthy lifestyles (physical wellbeing)</p>	<p>H1. How to make informed decisions about health 3</p> <p>H2. about the elements of a balanced, healthy lifestyle 3</p> <p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. 3</p> <p>H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) 3</p> <p>H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer 3</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health 3</p>
<p>Health and Wellbeing</p> <p>Mental health</p>	<p>H18. about everyday things that affect feelings and the importance of expressing feelings 3</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; 3</p> <p>H22. to recognise that anyone can experience mental ill-health and that it is important to discuss feelings with a trusted adult 3</p>
<p>Health and Wellbeing</p> <p>Keeping safe</p>	<p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) 3</p> <p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact 3</p> <p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say 3</p>
<p>Relationships</p> <p>Families and close positive relationships</p>	<p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart 3</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another 3</p>
<p>Relationships</p> <p>Friendships</p>	<p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing 3</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships 3</p> <p>R13. the importance of seeking support if feeling lonely or excluded 3</p>

THEME	DETAILS
Relationships  Managing hurtful behaviour and bullying	R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour 3
Relationships  Safe relationships	R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact 3 R26. about seeking and giving permission (consent) in different situations 3 R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret 3
Relationships  Respecting self and others	R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships 3 R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background 3
Living in the Wider World  Communities	L7. to value the different contributions that people and groups make to the community 3
Living in the Wider World  Media literacy & digital resilience	L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

## Year Four

THEME	DETAILS
Health and Wellbeing  Healthy lifestyles (physical wellbeing)	H3. about choices that support a healthy lifestyle, and recognise what might influence these 4  H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle 4  H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle 4
Health and Wellbeing  Keeping safe	H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming 4
Health and Wellbeing  Drugs, alcohol and tobacco	H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines); 4
Relationships  Families and close positive relationships	R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice 4
Relationships  Friendships	R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them 4  R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary 4
Relationships  Safe relationships	R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); 4  R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns 4  R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know 4
Relationships  Respecting self and others	R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online 4  R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own 4

THEME	DETAILS
<p>Living in the Wider World</p> <p>Communities</p>	<p>L6. about the different groups that make up their community; what living in a community means 4</p>
<p>Living in the Wider World</p> <p>Media literacy &amp; digital resilience</p>	<p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results 4</p> <p>L13. about some of the different ways information and data is shared and used online, including for commercial purposes 4</p>

## Year Five

THEME	DETAILS
Health and Wellbeing  Healthy lifestyles (physical wellbeing)	H5. about what good physical health means; how to recognise early signs of physical illness 5  H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn 5  H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online 5
Health and Wellbeing  Mental health	H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health 5  H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing 5  H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations 5  H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others 5
Health and Wellbeing  Ourselves, growing and changing	H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction 5  H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) 5  H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene 5  H34. about where to get more information, help and advice about growing and changing, especially about puberty 5
Health and Wellbeing  Keeping safe	H43. about what is meant by first aid; basic techniques for dealing with common injuries 5
Relationships  Families and close positive relationships	R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty 5
Relationships  Friendships	R16. how friendships can change over time, about making new friends and the benefits of having different types of friends 5
Relationships  Managing hurtful behaviour and bullying	R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support 5  R21. about discrimination: what it means and how to challenge it 5

THEME	DETAILS
Relationships Safe relationships	R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this 5
Relationships Respecting self and others	R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with 5
Living in the Wider World Communities	L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes 5
Living in the Wider World Media literacy & digital resilience	L11. recognise ways in which the internet and social media can be used both positively and negatively 5 L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images 5

## Year Six

THEME	DETAILS
Health and Wellbeing  Healthy lifestyles (physical wellbeing)	H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it 6  H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed 6
Health and Wellbeing  Mental health	H17. to recognise that feelings can change over time and range in intensity 6 H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools 6
Health and Wellbeing  Keeping safe	H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk 6
Health and Wellbeing  Drugs, alcohol and tobacco	H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break 6 H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others 6
Relationships  Families and close positive relationships	R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) 6 R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different 6 R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong 6 R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others 6 R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability 6
Relationships  Safe relationships	R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) 6

THEME	DETAILS
<p>Living in the Wider World</p> <p>Communities</p>	<p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities 6</p>
<p>Living in the Wider World</p> <p>Media literacy &amp; digital resilience</p>	<p>L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information 6</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation 6</p>
<p>Living in the Wider World</p> <p>Economic wellbeing: Money</p>	<p>L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations 6</p>

## Appendix Three

### Sex Education Slides Year 5 and Year 6

So that parents are fully aware of the objectives and content, these slides are made available for Year 5 and Year 6 parents and carers to see in a meeting before the sessions are taught.

#### Year 5: Slides include:

##### **Statutory requirements (cannot be withdrawn from)**

- Why we need to learn about this topic and the importance of correct information
- Puberty, reproductive systems and hygiene
- Changes to the body in males and females
- Emotional changes

#### Year 6: Slides include

##### **Statutory requirements (cannot be withdrawn from)**

- Why we need to learn about this topic and the importance of correct information
- Puberty, reproduction and different types of family and relationships
- Changes to the male and female body during puberty
- Different families
- Healthy and unhealthy relationships

##### **Non-statutory Requirements (can be withdrawn from)**

- How a baby is made
- How identical and non identical twins are made