

# Shaftesbury Park Primary School Relationships and Sex Education Policy



"A Local School with a Global Perspective"

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## **Introduction**

At Shaftesbury Park Primary School, we believe that relationships form an integral part of our Personal, Social, Health Education (PSHE) and Citizenship curriculum, and it is linked to the National Curriculum for Science which includes aspect of sex education. All content in the Relationships Education Curriculum supports the wider work of school in helping to foster pupil wellbeing and develop resilience and values that we know are fundamental to pupils being happy, successful and productive members of society.

## **Purpose**

This policy aims to outline the place of Relationships and Sex Education within Shaftesbury Park Primary School, detailing how the subject is taught, the roles and responsibilities of staff, children and parents and parental rights to withdraw their children from this subject.

## **Aims**

Through the Relationships Education curriculum we aim to:

- Provide a carefully planned curriculum that covers human development, relationships, sexuality and family life, in line with statutory requirements and in an appropriate way taking into account the pupils' age and stage of development
- Help pupils develop feelings of self-respect, confidence and empathy for others
- Help pupils stay safe in the modern world
- Prepare pupils for puberty, the changes their bodies will experience and the importance of health and hygiene
- Teach pupils the correct scientific vocabulary to describe themselves and their bodies
- Create a positive culture around the issues of sexuality and relationships
- Provide a positive framework within which discussions on these issues can take place

This policy will be shared with all members of the Governing Body and all teaching and non-teaching members of staff. Copies of the document will be available to parents/carers through the school website and a copy is available through the School Office.

## **Statutory requirements**

The Relationships Education curriculum is outlined in the DfE Relationships and Sex Education and Health Education statutory Guidance for governing bodies, proprietors, Headteachers, principals, senior leadership teams, teachers July 2019 and it becomes statutory for schools from September 2020.

This guidance builds on previous statutory legislation, including the Education Act 1996, the Equalities Act 2010, and the Children and Social Work Act 2017. Schools have long been expected to provide education that prepares children to take their place in the adult world, learning about how their bodies work, how to be healthy and stay safe both in the real world and online, and how to get on with others in a positive and friendly way.

Since the equalities Act of 2010, schools have also been required to ensure that the education they provide incorporates and promotes the inclusion of all aspects of society, with reference to specific protected characteristics such as race, religion/belief, age, sex/gender, gender reassignment, marital/partnership status, sexuality and ability, and that this education should be impartial.

As a maintained primary school, Shaftesbury Park Primary School must provide Relationships Education to all pupils as per section 34 and 35 of the Children and Social Work Act 2017 and the new guidance from the DfE July 2019. We are not required to provide sex education other than that as outlined in the Health Education curriculum and National Curriculum for Science.

Under the funding agreement for Shaftesbury Park Primary School, we must also have regard to guidance issued by the DfE as outlined in section 403 of the Education Act 1996, and provide Relationships Education to all pupils under the Children and Social Work Act 2017, which includes the Guidance on Relationships Education July 2019.

## **Policy Development**

This policy was written in conjunction by the PSHE Subject Leader (Elaine Savizon) and Religious Education subject leader (Brigitte Eugster). Guidance from the DfE as well as the Wandsworth Local Authority was taken into account during its creation. Research on other primary school's Relationships Education policies was conducted, as well as following the Relationships and Sex Education Policy prototype that was provided by the Wandsworth Local Authority.

This policy is linked to PSHE Policy, Safeguarding policy, anti-bullying policy, Computing policy, child protection policy, Science Policy and Religious Education Policy.

The Senior Leadership Team, School Staff and School Governors will be given the opportunity to read and comment on the policy. The policy will also be shared with other stakeholders such as pupils, parents and the school nurse.

## **Definitions**

Our definition of Relationships Education is as follows:

Relationships Education is learning about the fundamental building blocks and characteristics of positive relationships which include emotional, social and physical aspects of growing up. It particularly references friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them.

It is inclusive of all types of families, to help children understand about loving and caring relationships of all types. It should equip children with the information, skills and positive values to have safe relationships both in person and online, to understand their bodies and to empower them to know they have choice. This subject can support children to develop resilience and to know how and when to ask for help.

Our definition of Sex Education is as follows:

Sex Education provides a safe environment for children to have a factual, age appropriate introduction to the human body, puberty and reproduction, as well as an opportunity to ask questions related to these topics. It should enable children to access a safe source of information.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that 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. Therefore, Sex Education in this school forms part of a broader scheme of work presented in conjunction with Science and Relationships Education.

## **Curriculum**

Please see the curriculum in Appendix I for a detailed overview.

### ***Relationships Education***

From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact - these are the forerunners of teaching about consent, which takes place at secondary.

Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers. A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as ‘virtues’) in the individual.

In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing. Through Relationships Education (and sex education elements through Science lessons), Shaftesbury Park Primary School will teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This will be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This also includes understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong.

At all stages, it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

### **Sex Education**

In addition to the Relationships Education Curriculum, teachers will use the Science curriculum to deliver Sex Education related lessons to their class within school, for more details please see details Appendix I.

The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. As a whole school, we use the scientific language for the genitals from the outset. It is usual that boys have a penis and girls have a vagina, the children will be taught that whilst they may call these areas something else at home, at school we use the proper scientific words.

In Upper Key Stage 2, parents will be consulted about the detailed content of the Sexual Education aspects of the Relationships Education that will be taught. This process offers parents support in talking to their children about sex education and how to link this with what is being taught in school. All teaching of Sex Education takes account the developmental differences of children.

In primary schools, Headteachers must comply with a parent's wish to withdraw their child from sex education beyond the national curriculum for Science. Shaftesbury Park Primary School will ensure that the teaching and materials are appropriate by having regard to the age and religious backgrounds of pupils. We also recognise the significance of other factors, such as any special educational needs or disabilities of pupils.

## **Outcomes for pupils**

Relationships Education focuses on teaching the building blocks and characteristics of positive relationships such as:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe physically, emotionally and mentally

Pupils should be able to form a strong early understanding of the features of relationships that are likely to lead to happiness and security.

Pupils should be able to recognise any less positive relationships when they encounter them.

Relationships Education should create the opportunity to teach pupils about positive emotional and mental wellbeing, including how friendships can support our mental wellbeing.

Relationships Education should contribute to the prevention of abuse and protection of children, by teaching the knowledge they need to be safe and to report abuse, including emotional, physical and sexual abuse.

Children should be prepared for the physiological and emotional changes they will go through during puberty, where possible before these occur, understanding that these are natural and normal changes.

### ***Children's Questions***

In order to promote a healthy, positive atmosphere for Relationships Education, Shaftesbury Park Primary School want to ensure that pupils can ask questions freely, confident that they will be answered, and be sure that they will be free from bullying or harassment from other pupils. Primary-age pupils will often ask their teachers, or other adults, questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. Given ease of access to the internet, children whose questions go

unanswered may turn to inappropriate sources of information. We believe that children are best educated, protected from harm and exploitation by discussing issues openly within the context of the Relationships Education programme.

Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups. Meeting these objectives will require a graduated, age-appropriate programme of Relationships Education that is outlined in Appendix 1.

During lessons, teachers/school nurse will answer all questions asked by pupils. A question box will also be provided for children to write down any questions/concerns that they have. The notes in the question box will only be read by the teacher/school nurse and will best address the questions anonymously in a whole class session or privately with the individual person.

Some questions that arise during these lessons may relate to sensitive or controversial topics. These may relate to personal experience or involvement by children, of illegal activity or other doubtful, dubious or harmful activity. In this instance the teacher/school nurse may answer the question separate from the rest of the class. Any questions of this nature will be reported to school staff directly and followed up in writing. Any safeguarding concerns will be reported immediately in lines with our Safeguarding policy.

In the event of a pupil asking inappropriate questions, the teacher/school nurse will inform members of SLT and discuss this with the child. Parents/carers will also be informed.

Teaching staff will be familiar with the content and resources of the curriculum through a teacher session, therefore should be equipped to answer questions resulting from the lessons. Should questions of concern arise that teaching staff are uncertain how to answer, support can be sought from the Relationships Education/PSHE Coordinator in order to give an age appropriate answer.

## **Parental/Carer Engagement**

As part of the curriculum, the Senior Leadership team will host a forum with parents/carers and staff to share the Relationships Education programme of study that will be used with the children. Within this setting, parents and carers are given support to help them talk with their children about such topics as keeping safe, puberty, reproduction etc. Parents and carers are also provided with additional, age appropriate information which will be provided by the school nurse. This meeting may be attended by governors as well as any auxiliary/support staff working within the school.

Pupils will be encouraged to speak to their parents/carers about what they have learnt and to continue the learning at home. Parents/carers will be informed of this at the consultation session and be asked to speak to their children about their family values and beliefs.

## **Delivery**

Relationships Education is taught within the PSHE curriculum and Science curriculum by the class teacher. Pupils also receive sessions focused on puberty and health by the school nurse.

Staff do not have the right to opt out of teaching Relationships Education nor Sex Education that is offered through the Science Curriculum. Should staff have concerns, they should discuss them with the Headteacher. Staff also have an entitlement to training which prepares them to deliver Relationships Education (more information under the Training section below).

To comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics, when teaching these subjects, the religious background of all pupils must be taken into account when planning teaching, so that the topics that are included in the core content in this guidance are appropriately handled.

Our Relationships Education curriculum has been designed to be inclusive and accessible to most children, including SEND and those whose first language is not English. During these lessons any pupils with additional needs will be identified by their teacher and every provision made to help them join in during the Relationships Education lessons.

If a pupil is unable to take part in their usual class group for any reason, every endeavour will be made for them to attend a session best matched to their ability level.

Up to and including Upper Key Stage 2, all lessons delivered by the school nurse will be co-educational, however some lessons in Upper Key Stage 2 will be separated by gender (please note that lesson content is the same). For any children identifying as transgender, school will liaise with the child's guardian to determine which group the child would be most comfortable with.

School will keep a record of individual provision of Relationships Education by keeping a record of absences from Relationships Education lessons and ensuring those children are 'caught up'. For pupils who are absent on the day of lesson delivery our alternative provision will be that teaching staff will review the missed lesson content with the child on their return to school.

## **Causes for Concern and Disclosures**

All members of staff and facilitators will have up to date enhanced DBS checks. All staff and facilitators have a statutory duty to report any causes for concerns or disclosures received from children in school. These will be fed back immediately to the Safe Guarding leads in person and in writing detailing the concern(s). If a child was ever to accuse or implicate a member of school staff, then the Safeguarding Lead(s) would liaise directly with the local duty social worker.

Where a teacher suspects that a child or young person is a victim of or at risk from abuse, they are required to follow the school's safeguarding policy and immediately inform the designated member of staff responsible.



In this current academic school year, our designed safeguarding leads are Ms Julia Humble and Mrs Bunmi Richards.

## **Roles and responsibilities**

### ***School Governors***

- Approves the policy for use within the school and holding the headteacher accountable for its implementation within the school.
- Establishing the Relationships Education Policy, in consultation with teachers and parents.
- Ensuring this policy is made available to parents.
- Ensure this policy is in line with other school policies e.g. SEN, Safeguarding, Computing, Healthy School, Religious Education, Science etc.
- Establish a link governor to share in the monitoring and evaluation of the programme. Currently, a specific Relationships Education governor has not been elected.
- Ensure that the policy provides proper and adequate coverage of the relevant National Curriculum Science topics and the setting of Relationships Education within PSHE.

### ***The Headteacher***

- ensures Relationships Education is taught consistently across the school in line with the policy
- manages parental requests for withdrawal from any non-statutory/ non-science components of Sex Education taught within the school.
- ensures that any external professionals engaged to deliver all or parts of the Relationships Education curriculum should fully understand and adhere to the required principle of impartial delivery.
- liaises with the Governing Body, parents, appropriate agencies, the Local Education Authority.

### ***School staff***

- Deliver the curriculum when instructed in a responsible, sensitive way.
- Model positive attitudes to Relationships Education.
- Monitor progress of Relationships Education of the children in their class.
- Respond to the needs of individual pupils.

### ***Subject Leader***

- Monitor overall progress of Relationships Education provision at Shaftesbury Park Primary School through a learning walk, lesson observation, moderation and work scrutiny
- Ensure the curriculum is being delivered in a safe and appropriate manner
- Coordinate with teachers, SLT and the school nurse

- Keep up to date with any Relationships Education best practises or policy changes
- Work closely with Headteacher in terms of Relationships Education provision monitoring
- Organise training sessions for the successful teaching of Relationships Education

### ***Pupils***

- engage fully in the lessons.
- when discussing issues related to Relationships Education, treat the subject and others with respect and sensitivity.

### ***Parents / Carers***

- support the school in delivering the curriculum
- engage in any consultation process.

## **Confidentiality**

All governors, teachers, support staff and parents must be made aware of this policy, particularly how it relates to issues of privacy and confidentiality.

Teachers should explain to pupils that they cannot offer unconditional confidentiality, in all matters. For example, they must report those which are illegal or abusive to others (e.g. parents, headteacher/Safe Guarding Lead/s etc.) but the pupil will always be informed first.

## **The Right to Withdraw**

Under the DfE Guidance 2019, in primary schools, parents/carers do not have the right to withdraw their child from Relationships Education, or any elements of the Health or Science curriculum. Parents/carers do have the right to wish to withdraw their child from sex education beyond the national curriculum for Science.

### ***Procedure to request withdrawal***

The Headteacher will manage any requests for withdrawal from any non-statutory/ non-science components of Relationships and Sex Education taught within the school. Before requesting any such request, parents and carers should first familiarise themselves with the Relationships Education curriculum and the Relationships Education forum. If they still wish to withdraw their child, they must put their request in writing to the headteacher explaining which non-statutory/ non-science components of the curriculum they wish their child to be withdrawn from. This must be done in writing at least 48 hours before they day of the lesson.

The Headteacher may request to meet to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept. Good practice is also likely to include the Headteacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the 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.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the Headteacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

Headteachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum. If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education. Should a withdrawal be agreed, the pupil will be given alternative work and supervision within another class.

### ***Staff withdrawal***

Staff do not have the right to opt out of teaching Relationships Education. Should staff have concerns they should discuss them with the Headteacher. Staff also have an entitlement to training which prepares them to deliver Relationships Education (more information under the Training section below).

## **Training**

Our approach to Relationships Education is that of a Whole School Approach. Appropriate training will be given for all staff teaching Relationships Education. All staff members (including TAs and lunchtime supervisors) will be encouraged to take part in the staff CPD sessions and wherever possible observe delivery to the children in one of the classes. Staff are trained in the delivery of Relationships Education as part of their ongoing INSET and the subject is revisited annually as part of ongoing staff training. External staff, such as the school nurse, will hold appropriate professional qualifications.

## **Monitoring**

The pupil development in Relationships Education is monitored by the class teacher in conjunction with the Subject Leader and Headteacher in regular reviews. The Subject Leader, will take feedback and suggestions from staff and parents/carers concerning the school's Relationships Education provision. During this current academic school year, the Relationships Education role falls under the PSHE subject leadership of Elaine Savizon. The Subject Leader will conduct a learning walk with the Headteacher which will include lesson observations, work scrutinies and progress moderation.

This policy will be reviewed by the Headteacher every two years, and at each review the policy will be approved by the governing body.

Reviewed: February 2023

## APPENDIX I - Relationships and Sexual Education Curriculum

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A full curriculum map, year by year of the topics covered in Relationships Education as well as the mandatory Science National Curriculum with aspects of Sex Education

### Relationships and Sexual Education Covered Within the Mandatory UK Science National Curriculum

<b>Early Years</b>	30 - 50 months - Developing an understanding of growth, decay and changes over time. 40 - 60 months - Looks closely at similarities, differences, patterns and change.
<b>Year 1</b>	identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
<b>Year 2</b>	notice that animals, including humans, have offspring which grow into adults
<b>Year 3</b>	explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal
<b>Year 4</b>	recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things
<b>Year 5</b>	describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals. describe the changes as humans develop to old age.
<b>Year 6</b>	recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

# Relationships and Sexual Education Covered Within the Whole School JIGSAW PSHE Curriculum



Age Group	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5 (F1-F2)</b>	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
<b>Ages 5-6</b>	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
<b>Ages 6-7</b>	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
<b>Ages 7-8</b>	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 8-9</b>	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
<b>Ages 9-10</b>	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
<b>Ages 10-11</b>	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
<b>Ages 11-12 (Scotland)</b>	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships, e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education

## APPENDIX II - End of Phase Outcomes and Statements

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### End of phase outcomes for primary pupils from section 62 in the DfE Guidance

Through Relationships Education, schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies.

This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

#### End of Stage Statements (As Advised in the DfE Guidance 2019)

By the end of primary school:

Families and people who care for me	<p>Pupil should know:</p> <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	<p>Pupils should know</p> <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,</li></ul>

	<p>trust, sharing interests and experiences and support with problems and difficulties</p> <ul style="list-style-type: none"> <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	<p>Pupils should know</p> <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 difference preferences of 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	<p>Pupils should know</p> <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> </ul>



	<ul style="list-style-type: none"> <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	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what sort 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>

## **APPENDIX III - Protocol for Withdrawal**

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Under the DfE Guidance 2019, in primary schools, parents/carers do not have the right to withdraw their child from Relationships Education, or any elements of the Health or Science curriculum. Parents/carers do have the right to wish to withdraw their child from sex education beyond the national curriculum for Science.

### **Procedure to request withdrawal**

The Headteacher will manage any requests for withdrawal from any non-statutory/ non-science components of Relationships and Sex Education taught within the school. Before requesting any such request, parents and carers should first familiarise themselves with the Relationships Education curriculum and the Relationships Education forum. If they still wish to withdraw their child, they must put their request in writing to the Headteacher explaining which non-statutory/ non-science components of the curriculum they wish their child to be withdrawn from. This must be done in writing at least 48 hours before the day of the lesson.

The Headteacher may request to meet to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept. Good practice is also likely to include the Headteacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the 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.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the Headteacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

Headteachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum. If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education. Should a withdrawal be agreed, the pupil will be given alternative work and supervision within another class.