

# Vernon Primary School



## Relationships and Sex Education Policy

## **Introduction:**

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE education also helps pupils to achieve their academic potential. PSHE and RSE sits within our umbrella of SMSC (Spiritual, Moral, Social & Cultural) curriculum which encompasses personal development across the whole school.

## **Statutory Requirements and Purpose:**

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](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity

Relationships education is a statutory requirement from September 2020. The focus of Relationships education is upon:

***'teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.'***  
(DFE statutory guidance – Relationships Education 2019).

This policy has been written in consultation with parents/carers and the views of teachers and pupils have also been considered. The content is in line with our equality, diversity, safeguarding and inclusion policies. Classroom practice and pedagogy will take into account pupils' ability, age, readiness and cultural backgrounds, and will be adjusted to enable all pupils to access the learning. At Vernon Primary School, our PSHE education provision is accessible to every pupil, although parents have a right to withdraw their child from those parts of RSE not within the National Curriculum science programmes of study.

From an early age, pupils will be taught about a range of relationships including friendships and family. Through the Relationships scheme of work, exploration of the meaning of 'friendships' and 'family' will be a focus. There will be a particular emphasis on values such as kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

The intended outcomes of our programme are that pupils will:

- Know and understand families and people who care for me;
- Understand they have a right to caring friendships;
- Understand they have a responsibility to develop respectful relationships;
- Develop the skills of safe online relationships;
- Develop the attributes of being safe.

### **Safeguarding:**

At Vernon Primary School we are aware that effective PSHE and RSE education, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers cannot offer complete confidentiality; it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential. Teachers will consult with the designated safeguarding lead. **Please see safeguarding policy for further information.**

Revised Department for Education statutory guidance states that from September 2020, all schools must deliver relationships education. The parental right to withdraw pupils from RSE remains in primary education, for aspects of sex education which are not part of the Science curriculum.

### **Curriculum Design**

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance by taking into account the age, ability, readiness, and cultural backgrounds of our pupils and those with English as a second language to ensure that all can fully access PSHE education provision. With our promotion of SMSC across the whole school, we believe our curriculum should be rich in opportunities to support our pupils to have a broader awareness of the wider World. We will use PSHE education as a way to address diversity issues and to ensure equality for all by planning and teaching of the varying objectives will require flexibility of approach, ensuring sensitivity at all times. Our Programme of Study sets out learning opportunities based on three core themes:

- Core theme 1: [health and wellbeing](#)
- Core theme 2: [relationships](#)
- Core theme 3: [living in the wider world](#)

The statutory guidance is comprehensively covered by learning opportunities across all three core themes. Even though much of 'Living in the wider world' is not included in statutory requirements, at Vernon Primary School, we feel the theme as a whole remains vitally important for pupils' personal development and economic wellbeing.

Our Programme of Study sets out learning opportunities for each key stage ([Appendix 1](#)), in each core theme, organised under subheadings. Teachers are aware that the learning opportunities are to be used flexibly to plan according to pupils' development, readiness and needs, and taking into account prior learning, experience and understanding. Learning from one area may be related and relevant to others. Whilst our framework distinguishes three separate core themes, there will be extensive overlap, so when planning, teachers may draw from more than one theme. For example, Relationships and Sex Education (RSE) falls within both 'Health and Wellbeing' and 'Relationships'.

When planning for the delivery of the PSHE Curriculum, a thematic approach will be followed within a structured whole-school long term plan and specific medium term plan for each year group, ensuring that all objectives are covered from Years 1 to 6 ([Appendix 2](#)). These have been taken from the school's adopted programme of study from the PSHE Association. We will share all curriculum materials with parents and carers upon request.

Some topics may be better taught as a whole class, although there may be times when small group or one to one work is more suitable depending on the needs and situations of the pupils in each class. For pupils with SEND, activities may need to be further adapted to ensure full inclusion during lessons. Teacher responses to pupils' enquiries and questions should be informative, yet sensitive, providing appropriate resources and material to support learning and understanding.

Strong links with Emotional Wellbeing also thread throughout. Pupils will be taught about positive emotional and mental wellbeing, and how positive relationships can support mental wellbeing.

In line with our Safeguarding policies, the subject of safe boundaries will also be explored. This will include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including staying safe online. The reporting of concerns and the seeking of advice will further support our safeguarding practices through sensitive and age/stage appropriate teaching content.

### **Sex Education**

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in our policy guidance focuses on Relationships Education.

The content set out in this policy covers everything that as a primary school, we should teach about relationships and health, including puberty. 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.

At Vernon Primary School we choose to cover additional content on sex education, in Year 6, as we believe it is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The content of sex education in Year 6 includes preparing boys and girls for the changes that adolescence brings, as well as how our body develops through puberty and why these changes are needed. These are delivered as stand-alone sessions delivered by a trained health professional alongside the class teacher.

Legislation states that parents have the right to withdraw their children from aspect of RSE which do not form part of the science national curriculum. Guidance on this duty is available in the new RSE guidance document: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>. Therefore, the parental right to withdraw pupils from Sex Education remains in primary education, for aspects of sex education which are not part of the Science curriculum. Details of this are shared with parents when their child begins Year 6.

### **Parents' right to withdraw**

Parents/carers do not have the right to withdraw their child from relationships education.

- Parents/carers have the right to withdraw their child from the non-statutory/non-science components of sex education within RSE.
- Requests for withdrawal should be put in writing and addressed to the headteacher.
- Alternative schoolwork will be given to pupils who are withdrawn from sex education.

### **Monitoring and Evaluation**

Monitoring of the subject will be led by the PSHE Subject Leader. As part of the monitoring for this subject area, the Headteacher, Deputy Headteacher and other members of the Senior Leadership team will undertake lesson observations as part of the whole school monitoring schedule. Governors will be integral in ensuring that the policy is evaluated and reviewed in line with Government guidelines. This will take place through Curriculum committee meetings.

**Policy Date:** February 2024

**Review Date:** February 2025

**Ratified by Governors:** February 2024

# Appendix 1

## Programme of Study

### CORE THEME 1: HEALTH AND WELLBEING

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| KS1 Learning opportunities in Health and Wellbeing<br><i>Pupils learn...</i>   | KS2 Learning opportunities in Health and Wellbeing<br><i>Pupils learn...</i>  |
| <b>Healthy lifestyles (physical wellbeing)</b>   |   |
| <p><b>H1.</b> about what keeping healthy means; different ways to keep healthy<br/> <b>H2.</b> about foods that support good health and the risks of eating too much sugar<br/> <b>H3.</b> about how physical activity helps us to stay healthy; and ways to be physically active everyday<br/> <b>H4.</b> about why sleep is important and different ways to rest and relax <b>H5.</b> simple hygiene routines that can stop germs from spreading<br/> <b>H6.</b> that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy<br/> <b>H7.</b> about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health<br/> <b>H8.</b> how to keep safe in the sun and protect skin from sun damage<br/> <b>H9.</b> about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV<br/> <b>H10.</b> about the people who help us to stay physically healthy</p> | <p><b>H1.</b> how to make informed decisions about health<br/> <b>H2.</b> about the elements of a balanced, healthy lifestyle<br/> <b>H3.</b> about choices that support a healthy lifestyle, and recognise what might influence these<br/> <b>H4.</b> how to recognise that habits can have both positive and negative effects on a healthy lifestyle<br/> <b>H5.</b> about what good physical health means; how to recognise early signs of physical illness<br/> <b>H6.</b> 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.<br/> <b>H7.</b> 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<br/> <b>H8.</b> 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<br/> <b>H9.</b> 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<br/> <b>H10.</b> how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed<br/> <b>H11.</b> 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)<br/> <b>H12.</b> 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<br/> <b>H13.</b> about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online<br/> <b>H14.</b> how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> |
| <b>Mental Health</b>   |   |
| <p><b>H11.</b> about different feelings that humans can experience<br/> <b>H12.</b> how to recognise and name different feelings<br/> <b>H13.</b> how feelings can affect people's bodies and how they behave<br/> <b>H14.</b> how to recognise what others might be feeling<br/> <b>H15.</b> to recognise that not everyone feels the same at the same time, or feels the same about the same things<br/> <b>H16.</b> about ways of sharing feelings; a range of words to describe feelings <b>H17.</b> about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p>  | <p><b>H15.</b> that mental health, just like physical health, is part of daily life; the importance of taking care of mental health<br/> <b>H16.</b> 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<br/> <b>H17.</b> to recognise that feelings can change over time and range in intensity<br/> <b>H18.</b> about everyday things that affect feelings and the importance of expressing feelings</p>  |

*'Nobody Else is Quite Like Me'*

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| <p><b>H18.</b> 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</p> <p><b>H19.</b> to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p><b>H20.</b> about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p>  | <p><b>H19.</b> a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p><b>H20.</b> strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p><b>H21.</b> to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p><b>H22.</b> to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p><b>H23.</b> about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p><b>H24.</b> problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p>   |
| <b>Ourselves, growing and changing</b>   |  |
| <p><b>H21.</b> to recognise what makes them special</p> <p><b>H22.</b> to recognise the ways in which we are all unique</p> <p><b>H23.</b> to identify what they are good at, what they like and dislike</p> <p><b>H24.</b> how to manage when finding things difficult</p> <p><b>H25.</b> to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p><b>H26.</b> about growing and changing from young to old and how people's needs change</p> <p><b>H27.</b> about preparing to move to a new class/year group</p>   | <p><b>H25.</b> about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p><b>H26.</b> that for some people gender identity does not correspond with their biological sex</p> <p><b>H27.</b> to recognise their individuality and personal qualities</p> <p><b>H28.</b> to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p><b>H29.</b> about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p><b>H30.</b> to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p><b>H31.</b> 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)</p> <p><b>H32.</b> about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p><b>H33.</b> about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for<sup>1</sup></p> <p><b>H34.</b> about where to get more information, help and advice about growing and changing, especially about puberty</p> <p><b>H35.</b> about the new opportunities and responsibilities that increasing independence may bring</p> <p><b>H36.</b> strategies to manage transitions between classes and key stages</p> |
| <b>Keeping safe</b>  |  |
| <p><b>H28.</b> about rules and age restrictions that keep us safe</p> <p><b>H29.</b> to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p><b>H30.</b> about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p><b>H31.</b> that household products (including medicines) can be harmful if not used correctly</p> <p><b>H32.</b> ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p><b>H33.</b> about the people whose job it is to help keep us safe</p> <p><b>H34.</b> 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</p> <p><b>H35.</b> about what to do if there is an accident and someone is hurt</p> | <p><b>H37.</b> 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</p> <p><b>H38.</b> how to predict, assess and manage risk in different situations</p> <p><b>H39.</b> about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p> <p><b>H40.</b> about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p><b>H41.</b> strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p><b>H42.</b> 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</p>   |

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| <p><b>H36.</b> how to get help in an emergency (how to dial 999 and what to say)</p>                                       | <p>others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact<br/> <b>H43.</b> about what is meant by first aid; basic techniques for dealing with common injuries.<br/> <b>H44.</b> 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<br/> <b>H45.</b> 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</p>   |
| <p><b>Drugs, alcohol and tobacco</b></p>   |  |
| <p><b>H37.</b> about things that people can put into their body or on their skin; how these can affect how people feel</p> | <p><b>H46.</b> 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<br/> <b>H47.</b> 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<br/> <b>H48.</b> about why people choose to use or not use drugs (including nicotine, alcohol and medicines);<br/> <b>H49.</b> about the mixed messages in the media about drugs, including alcohol and smoking/vaping<br/> <b>H50.</b> about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p> |

## CORE THEME 2: RELATIONSHIPS

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| <p>KS1 Learning opportunities in Relationships</p> <p><i>Pupils learn...</i></p>   | <p>KS2 Learning opportunities in Relationships</p> <p><i>Pupils learn...</i></p>   |
| <p><b>Families and close positive relationships</b></p>  |  |
| <p><b>R1.</b> about the roles different people (e.g. acquaintances, friends and relatives) play in our lives<br/> <b>R2.</b> to identify the people who love and care for them and what they do to help them feel cared for<br/> <b>R3.</b> about different types of families including those that may be different to their own<br/> <b>R4.</b> to identify common features of family life<br/> <b>R5.</b> that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> | <p><b>R1.</b> to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)<br/> <b>R2.</b> 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<br/> <b>R3.</b> 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<br/> <b>R4.</b> 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<br/> <b>R5.</b> 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<br/> <b>R6.</b> that a feature of positive family life is caring relationships; about the different ways in which people care for one another<br/> <b>R7.</b> 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<br/> <b>R8.</b> to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty<br/> <b>R9.</b> how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> |
| <p><b>Friendships</b></p>  |  |

*'Nobody Else is Quite Like Me'*

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| <p><b>R6.</b> about how people make friends and what makes a good friendship<br/> <b>R7.</b> about how to recognise when they or someone else feels lonely and what to do<br/> <b>R8.</b> simple strategies to resolve arguments between friends positively <b>R9.</b> how to ask for help if a friendship is making them feel unhappy</p>   | <p><b>R10.</b> about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing<br/> <b>R11.</b> 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<br/> <b>R12.</b> to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face<br/> <b>R13.</b> the importance of seeking support if feeling lonely or excluded<br/> <b>R14.</b> that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them<br/> <b>R15.</b> strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others<br/> <b>R16.</b> how friendships can change over time, about making new friends and the benefits of having different types of friends<br/> <b>R17.</b> that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely<br/> <b>R18.</b> 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</p> |
| <b>Managing hurtful behaviour and bullying</b>   |   |
| <p><b>R10.</b> that bodies and feelings can be hurt by words and actions; that people can say hurtful things online<br/> <b>R11.</b> about how people may feel if they experience hurtful behaviour or bullying<br/> <b>R12.</b> 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</p>  | <p><b>R19.</b> about the impact of bullying, including offline and online, and the consequences of hurtful behaviour<br/> <b>R20.</b> 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<br/> <b>R21.</b> about discrimination: what it means and how to challenge it</p>  |
| <b>Safe relationships</b>  |   |
| <p><b>R13.</b> to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private<br/> <b>R14.</b> that sometimes people may behave differently online, including by pretending to be someone they are not<br/> <b>R15.</b> how to respond safely to adults they don't know<br/> <b>R16.</b> about how to respond if physical contact makes them feel uncomfortable or unsafe<br/> <b>R17.</b> about knowing there are situations when they should ask for permission and also when their permission should be sought<br/> <b>R18.</b> about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)<br/> <b>R19.</b> basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe<br/> <b>R20.</b> 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</p> | <p><b>R22.</b> about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);<br/> <b>R23.</b> 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<br/> <b>R24.</b> how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know<br/> <b>R25.</b> recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact<br/> <b>R26.</b> about seeking and giving permission (consent) in different situations<br/> <b>R27.</b> 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<br/> <b>R28.</b> how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this<br/> <b>R29.</b> where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p>   |
| <b>Respecting self and others</b>  |   |
| <p><b>R21.</b> about what is kind and unkind behaviour, and how this can affect others<br/> <b>R22.</b> about how to treat themselves and others with respect; how to be polite and</p>  | <p><b>R30.</b> that personal behaviour can affect other people; to recognise and model respectful behaviour online</p>  |

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| <p>courteous</p> <p><b>R23.</b> to recognise the ways in which they are the same and different to others</p> <p><b>R24.</b> how to listen to other people and play and work cooperatively</p> <p><b>R25.</b> how to talk about and share their opinions on things that matter to them</p> | <p><b>R31.</b> 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</p> <p><b>R32.</b> about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p><b>R33.</b> to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p><b>R34.</b> how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> |
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### CORE THEME 3: **LIVING IN THE WIDER WORLD**

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| KS1 Learning opportunities in Living in the Wider World   | KS2 Learning opportunities in Living in the Wider World  |
| <i>Pupils learn...</i>  | <i>Pupils learn...</i>   |
| <b>Shared responsibilities</b>  |  |
| <p><b>L1.</b> about what rules are, why they are needed, and why different rules are needed for different situations</p> <p><b>L2.</b> how people and other living things have different needs; about the responsibilities of caring for them</p> <p><b>L3.</b> about things they can do to help look after their environment</p> | <p><b>L1.</b> to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p><b>L2.</b> to recognise there are human rights, that are there to protect everyone</p> <p><b>L3.</b> about the relationship between rights and responsibilities</p> <p><b>L4.</b> the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p><b>L5.</b> ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> |
| <b>Communities</b>  |  |
| <p><b>L4.</b> about the different groups they belong to</p> <p><b>L5.</b> about the different roles and responsibilities people have in their community</p> <p><b>L6.</b> to recognise the ways they are the same as, and different to, other people</p>  | <p><b>L6.</b> about the different groups that make up their community; what living in a community means</p> <p><b>L7.</b> to value the different contributions that people and groups make to the community</p> <p><b>L8.</b> about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p><b>L9.</b> about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p><b>L10.</b> about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>                       |
| <b>Media literacy &amp; digital resilience</b>  |  |
| <p><b>L7.</b> about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p><b>L8.</b> about the role of the internet in everyday life</p> <p><b>L9.</b> that not all information seen online is true</p>  | <p><b>L11.</b> recognise ways in which the internet and social media can be used both positively and negatively</p> <p><b>L12.</b> how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p><b>L13.</b> about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p><b>L14.</b> about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p>   |

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|  |   |
|--|---|
|  | <p><b>L15.</b> recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p><b>L16.</b> 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</p>   |
| <b>Economic wellbeing: Money</b>   |   |
| <p><b>L10.</b> what money is; forms that money comes in; that money comes from different sources</p> <p><b>L11.</b> that people make different choices about how to save and spend money</p> <p><b>L12.</b> about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p><b>L13.</b> that money needs to be looked after; different ways of doing this</p> | <p><b>L17.</b> about the different ways to pay for things and the choices people have about this</p> <p><b>L18.</b> to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p><b>L19.</b> that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p><b>L20.</b> to recognise that people make spending decisions based on priorities, needs and wants</p> <p><b>L21.</b> different ways to keep track of money</p> <p><b>L22.</b> about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p><b>L23.</b> 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</p> <p><b>L24.</b> to identify the ways that money can impact on people's feelings and emotions</p>  |
| <b>Economic wellbeing: Aspirations, work and career</b>  |   |
| <p><b>L14.</b> that everyone has different strengths</p> <p><b>L15.</b> that jobs help people to earn money to pay for things</p> <p><b>L16.</b> different jobs that people they know or people who work in the community do</p> <p><b>L17.</b> about some of the strengths and interests someone might need to do different jobs</p>  | <p><b>L25.</b> to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p><b>L26.</b> that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p><b>L27.</b> about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p><b>L28.</b> about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p><b>L29.</b> that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p><b>L30.</b> about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p><b>L31.</b> to identify the kind of job that they might like to do when they are older</p> <p><b>L32.</b> to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p> |

**Class teachers are primarily responsible for teaching the Relationships curriculum, with the support of the Senior Leadership team and the Pastoral Manager. Sex Education will be delivered by the School Nurse to Year 6 pupils with the consent of parents during the summer term of Year 6.**

# Appendix 2

## Long Term Plan – PSHE (Including RSE)

|        | Autumn: Relationships  |  |   | Spring: Living in the wider world   |  |  | Summer: Health and Wellbeing  |  |  |
|--------|--|--|---|---|--|--|---|--|--|
|        | Families and friendships   | Safe relationships   | Respecting ourselves and others   | Belonging to a community  | Media literacy and digital resilience  | Money and work   | Physical health and Mental wellbeing  | Growing and changing   | Keeping safe   |
| Year 1 | Roles of different people; families; feeling cared for                       | Recognising privacy; staying safe; seeking permission                                | How behaviour affects others; being polite and respectful   | What rules are; caring for others' needs; looking after the environment                         | Using the internet and digital devices; communicating online                     | Strengths and interests; jobs in the community   | Keeping healthy; food and exercise; hygiene routines; sun safety  | Recognising what makes them unique and special; feelings; managing when things go wrong                        | How rules and age restrictions help us; keeping safe online  |
| Year 2 | Making friends; feeling lonely and getting help                              | Managing secrets; resisting pressure and getting help; recognising hurtful behaviour | Recognising things in common and differences; playing and working cooperatively; sharing opinions | Belonging to a group; roles and responsibilities; being the same and different in the community | The internet in everyday life; online content and information                    | What money is; needs and wants; looking after money  | Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help | Growing older; naming body parts; moving class or year   | Safety in different environments; risk and safety at home; emergencies                                   |
| Year 3 | What makes a family; features of family life                                 | Personal boundaries; safely responding to others; the impact of hurtful behaviour    | Recognising respectful behaviour; the importance of self-respect; courtesy and being polite       | The value of rules and laws; rights, freedoms and responsibilities                              | How the internet is used; assessing information online                           | Different jobs and skills; job stereotypes; setting personal goals                               | Health choices and habits; what affects feelings; expressing feelings   | Personal strengths and achievements; managing and reframing setbacks   | Risks and hazards; safety in the local environment and unfamiliar places                                 |
| Year 4 | Positive friendships, including online                                       | Responding to hurtful behaviour; managing confidentiality; recognising risks online  | Respecting differences and similarities; discussing difference sensitively                        | What makes a community; shared responsibilities   | How data is shared and used  | Making decisions about money; using and keeping money safe                                       | Maintaining a balanced lifestyle; oral hygiene and dental care  | Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty | Medicines and household products; drugs common to everyday life  |
| Year 5 | Managing friendships and peer influence                                      | Physical contact and feeling safe  | Responding respectfully to a wide range of people; recognising prejudice and discrimination       | Protecting the environment; compassion towards others   | How information online is targeted; different media types, their role and impact | Identifying job interests and aspirations; what influences career choices; workplace stereotypes | Healthy sleep habits; sun safety; medicines, vaccinations and allergies   | Personal identity; recognising individuality and different qualities; mental wellbeing                         | Keeping safe in different situations, including responding in emergencies, first aid and FGM             |
| Year 6 | Attraction to others; romantic relationships; civil partnership and marriage | Recognising and managing pressure; consent in different situations                   | Expressing opinions and respecting other points of view, including discussing topical issues      | Valuing diversity; challenging discrimination and stereotypes                                   | Evaluating media sources; sharing things online                                  | Influences and attitudes to money; money and financial risks                                     | What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online | Human reproduction and birth; increasing independence; managing transition                                     | Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media |

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