



# Relationships and Sex Education Policy

This policy was approved and adopted by  
the Local Academy Board  
on 18<sup>th</sup> July 2022

It will be reviewed in Summer 2024



## 1. DEFINITION AND RATIONALE

Relationships and Sex Education “is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science and others are taught as part of personal, social, health and economic education (PSHE).

A comprehensive programme of RHE provides accurate information about the body, reproduction, sex and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline”.

*Brook, SEF, PSHE Association, 2014:3*

Our provision for this area is rooted in the whole curriculum and the organisation and the ethos of the school. It is based on the understanding of the importance of family life, stable and loving relationships, respect for others and love and care.

Relationships and Sex Education is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

The implementation of the curriculum involves a combination of sharing information, and exploring issues and values.

The purpose of this policy is to provide a coherent and comprehensive approach to Relationships and Sex Education (RSE) and provide information for parents and guidance for staff.

## 2. AIMS

The aims of Relationships and Sex Education at Crawley Ridge Infant School are to:

- Provide a framework in which sensitive discussions can take place,
- Introduce the importance of health and hygiene,
- Help pupils to develop feelings of self-respect, confidence and empathy,
- Create a positive culture around issues of friendships and relationships,
- Teach pupils the correct vocabulary to describe themselves and their bodies.

## 3. STATUTORY REQUIREMENTS

As a primary academy school, we must provide Relationships and Sex Education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We follow the National Curriculum including requirements to teach Science, which includes the elements of sex education contained in the KS1 Science curriculum.

In teaching Relationships and Sex Education, we are required by our funding agreements to have regard to [guidance](#) issued by the Secretary of State as outlined in section 403 of the [Education Act 1996](#).

At Crawley Ridge Infant School, we teach Relationships and Sex Education as set out in this policy.



## **4. PRINCIPLES**

The overall aim of RSE is to foster a positive notion of lifelong learning about physical, moral and emotional development, including how to look after physical and mental health. It aims to support the development of self-respect and empathy for others and promotes the development of skills and understanding necessary to manage conflict peaceably and learn how to recognise and avoid exploitation and abuse.

RSE provides opportunities for pupils to:

- Better understand the nature of human relationships,
- Learn about relationships, the importance of communication and assertiveness skills including the importance of values such as respect (for self and others), equality, responsibility, care and compassion,
- Reflect upon the importance of stable and loving relationships for family life,
- Consider and understand the changes that occur to their bodies, minds and emotions as they grow,
- Reflect on how to make good, informed and safe choices concerning relationships and healthy lifestyles.

## **5. MORALS, VALUES, EQUALITIES AND SAFEGUARDING**

Education for personal relationships is essential for the well-being of young people. Relationships and Sex Education is set within a context of caring, loving and stable relationships. We aim to meet the needs of **all** pupils, regardless of ability, family structure, sexuality, culture, race and gender and with an awareness of their age and their physical and emotional maturity. Our policy for learning in this area resides within the vision and values<sup>1</sup> of the school and whole school provision which:

- Acknowledges the sensitivity of this area of development for all members of the school community,
- Gives accurate and relevant information,
- Enables pupils to explore their feelings and relationships in order to promote self-knowledge, self-respect, self-esteem and respect for others,
- Enables pupils to grow in confidence,
- Empowers pupils to make informed choices,
- Enables pupils to understand the consequences of their actions and encourages personal responsibility in relationships,
- Enables pupils to develop a personal moral code and respect for the beliefs and values of others,
- Helps pupils to understand the values of family life, the implications of parenthood and the needs of the very young,
- Promotes respect of differing perspectives in a culturally diverse society,
- Promotes equality of opportunity, ensuring access for all groups, irrespective of gender, ethnicity, sexuality or disability;



- Gives pupils opportunities to develop skills and personal relationships including communication, assertiveness, decision-making and problem solving.

Further to this, RSE will support the school's duty to promote the development of pupils' spiritual, moral, social and cultural awareness in line with the 2010 Equality Act and the school's safeguarding and child protection protocols.

<sup>1</sup> Please see Vision statement and Vision and Values document

## **6. PROCEDURES / GUIDANCE FOR USE**

RSE is not delivered in isolation, it is embedded across the curriculum, particularly including Personal, Social, Health and Economic (PSHE) education, RE, Computing and Science. In EYFS this is covered within Health and Self Care, Personal, Social and Emotional Development and Understanding of the World.

We aim to provide a coherent, progressive programme that develops both pupils' knowledge and understanding, appropriate to their needs, and which encourages respect and consideration for others:

- RSE is normally delivered by the class teacher as part of a planned programme which underpins values of equality, respect and inclusion and covering the need to address issues sensitively and being aware of the need for confidentiality when necessary,
- In KS1 Science, biological aspects are taught by the class teacher following the National Curriculum requirements,
- Resources are flexible and carefully chosen to meet the needs of the pupils and curriculum,
- RSE is delivered through a variety of activities such as circle time activities, discussion, use of video clips and role play,
- Appropriate / correct vocabulary is used.

### **6.1 Content of RHE provision**

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

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

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) together with reflecting sensitively on how some children may have a different structure of support around them (for example, looked after children or young carers).

The provision covers the three main elements highlighted by the DfES (2000) of attitudes and values, personal and social skills and knowledge and understanding. Primary sex education is not compulsory in infant schools.

#### 6.1.1 Attitudes and values

These include the values of honesty, equality, inclusion, trust, love, care, compassion and respect for self and others, which we promote as part of SMSC (Spiritual, Moral, Social and Cultural) values. Children will be given opportunities to reflect upon and learn the importance of positive values within family life and to support 'healthy' decision making.

#### 6.1.2 Personal and social skills

We aim to help children to understand and manage their emotions and relationships appropriately and sensitively, helping to develop empathy, communication skills, self-esteem and resilience. All of these should have a positive impact on the children's ability to resolve disputes, maintain positive relationships, understand differences and begin to recognise exploitation.

#### 6.1.3 Knowledge and understanding

This involves learning about and gaining an understanding of physical and emotional development within the safe, secure classroom environment.

For more information about our Relationships Education curriculum, see Appendices 1 and 2.

## 6.2 Pupils' Questions

Staff will respond to pupils' questions honestly and openly, using their professional judgement as they work with the individual child / groups of children.

If a question is too explicit, feels too old for the pupil or is inappropriate for the whole class, the teacher will deal with the situation appropriately and parents would be informed if a child was asking specific detailed questions. The pupil will feel they have been treated with respect and the teacher will ensure that the rest of the class will not have to listen to inappropriate personal experience or information.

If a teacher is concerned that a pupil is at risk of abuse, they should follow the school's child protection procedures.

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner (such as informing parents, the Subject Leader, the Headteacher) so that they do not seek answers online.

## 6.3 Use of visitors / outside agencies



Outside agencies may be invited to support the provision for RSE, for example, the school nurse talking to the Reception year about healthy living or the education officer from the NSPCC speaking in Assembly to KS1. In all such instances, a teacher will be present and the visitor remains under their responsibility and direction. Class Teachers will always prepare and work with visitors to ensure appropriateness and acceptability in the following way:

- Ensure that the visitor has an understanding of the school's policy and practice and the values and ethos that it promotes;
- Communicate the organisation of the programme, including the teaching and learning strategies used, in the relevant age groups;
- Check out the contribution the visitor will make and how they propose to manage it;
- Agree the practical details – date/ time/ venue/ teaching group
- Organise facilities needed;
- Monitor appropriateness of content and support visitor by ensuring management of pupil behaviour,
- Ensure that appropriate checks have been made / procedures followed (e.g. DBS).

#### **6.4 Partnership with Parents**

We work closely with parents in all aspects of a child's development. We seek to provide an open communication as partners in the care and education of the child. Parents are encouraged to speak to the class teacher or Headteacher if they have any concerns about any aspect of the learning related to this policy.

#### **6.5 Rights of withdrawal**

Parents do not have the right to withdraw their children from Relationships and Sex Education or from the biological aspects that are covered in the KS1 Science Curriculum.

### **7. PROFESSIONAL DEVELOPMENT AND TRAINING**

The PSHE Education Subject Leader attends relevant training and feeds back to staff. Staff are trained on the delivery of Relationships and Sex Education as part of their induction and it is included in our continuing professional development calendar. Other training is arranged as required.

The Headteacher may also invite visitors and health professionals from outside the school, such as school nurse, to provide support and training to staff.

### **8. POLICY DEVELOPMENT**



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

1. Review by the Subject Leader (including any statutory changes and following national and local guidance).
2. Staff consultation (reviewed and discussion of relevant changes during staff meetings).
3. Lead governor (Sarah Stallwood) appointed for RSE.
4. Parents were invited to form a focus group.
5. Yearly pupil feedback / questionnaire with Subject Leader.
6. Reviewed policy sent out to parents by Parent Mail inviting comments.
7. Ratification – following the above, any necessary amendments were made, the policy was shared with governors and ratified.

## **9. ROLES AND RESPONSIBILITIES**

### **9.1 The Local Academy Board**

The Local Academy Board (LAB) will approve the Relationships and Sex Education Policy, and hold the Headteacher to account for its implementation.

### **9.2 The Headteacher**

The Headteacher is responsible for ensuring that Relationships and Sex Education is taught consistently across the school.

### **9.3 Staff**

Class teachers are responsible for:

- Delivering Relationships and Sex Education in a sensitive way,
- Modelling positive attitudes to Relationships,
- Monitoring progress,
- Responding to the needs of individual pupils.

All staff are expected to model positive attitudes and to encourage children to apply strategies taught throughout the school day (including break times). Staff do not have the right to opt out of teaching Relationships and Sex Education. Any staff who have concerns are encouraged to discuss this with the Headteacher



## **9.4 Pupils**

Pupils are expected to engage fully in the Relationships and Sex Education and, when discussing issues related to this, treat others with respect and sensitivity.

## **10. MONITORING, EVALUATION AND REVIEW**

The Intent, Implementation and Impact of our Relationships and Sex Education is monitored by the Subject Leader through learning walks, work scrutiny, use of resources, discussion at staff meetings, pupil questionnaires etc.

Pupils' development in Relationships and Sex Education is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed on a two-year cycle by the staff and the Local Academy Board. Each review will include consultation with the parents and Lead Governor, facilitated and monitored by the PSHE/ RSE Subject Leader.

## **11. LINKS TO OTHER POLICIES**

Learning Policy  
Curriculum Policy  
Disclosure and Barring Service (DBS) Procedures  
Drug Policy  
Science Policy  
Computing Policy  
Online Safety Policy  
PSHE Policy  
PE Policy  
Physical Activity Policy  
RE Policy and scheme of work  
Behaviour Policy  
Health and Safety Policy  
Safeguarding/Child Protection Policy  
Educational Visits Policy  
Single Equality Policy  
Intimate Care Policy  
Anti-bullying Policy  
Vision and Values document





**Appendix 1**  
RHE Curriculum Map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year R	Autumn	Families and people who care for the pupil <ul style="list-style-type: none"> <li>To identify who is in their family through pictures and talking</li> <li>To identify that our families may be different to others and what different families may look like</li> </ul>	'We are all different' (Twinkl book)
Year R	Autumn/Spring	Physical health and fitness <ul style="list-style-type: none"> <li>To recognise how exercise makes you feel. How does our body change when we exercise?</li> </ul>	
Year R	Spring	Healthy eating <ul style="list-style-type: none"> <li>To identify and choose healthy foods (through healthy picnic with class bears, making a healthy vegetable stew with 'Supertato' veggies, making a fruit salad like the 'Hungry Caterpillar')</li> </ul>	
Year R	On-going	Mental wellbeing <ul style="list-style-type: none"> <li>Feelings board (as the children enter the classroom in the morning)</li> <li>To discuss and recognise feelings</li> </ul>	Feeling/emotions board BBC Bitesize
Year R	Spring	Internet safety <ul style="list-style-type: none"> <li>E-Safety Day</li> </ul>	
Year R	Summer	Caring friendships <ul style="list-style-type: none"> <li>To understand how we can be a good friend</li> <li>To know how can we be kind to others</li> </ul>	'A New Home for a Pirate' Story Kind hand tree
Year R	Autumn/Spring	Basic first aid <ul style="list-style-type: none"> <li>To recognise people who help us (a visit from the paramedics, calling 999)</li> </ul>	



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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Autumn	Internet safety and harms <ul style="list-style-type: none"> <li>About the simple concepts of privacy online e.g. not sharing passwords and personal information online (ongoing throughout KS1)</li> </ul>	Purplemash passwords
Year 1	Autumn	Science Content Human body parts linked to the senses	
Year 1	Spring	Online relationships (through the Computing curriculum) <ul style="list-style-type: none"> <li>To know that the internet can be useful but that we must stay safe online</li> <li>To know that people sometimes behave differently online</li> </ul>	Stories e.g. Smartie the Penguin, Digiduck Jessie and Friends
Year 1	Spring	Respectful relationships <ul style="list-style-type: none"> <li>To have a positive self-image and identify things that the children are good at as well as identifying goals to better themselves</li> </ul>	New Year stars
Year 1	Summer	Caring friendships <ul style="list-style-type: none"> <li>To know that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded</li> <li>To know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened</li> <li>Through the story to explore that feelings involved in welcoming others into established friendships and recognise that falling out does not mean the end to a friendship</li> <li>Through Friendship “1 decision” explore the fact that one friend can’t always choose the game to play</li> </ul>	The story “On Sudden Hill” where two friends have the challenge of welcoming a third and seeing the benefits.  “Friendship” 1 decision
Year 1	Summer	Respectful relationships <ul style="list-style-type: none"> <li>The importance of self-respect through identifying their talents and what makes them proud about themselves</li> </ul>	SEAL – Good to be me “Proud”



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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Summer	<p>Mental wellbeing</p> <ul style="list-style-type: none"> <li>• Recognising the different feelings of relaxed and tense</li> <li>• Discuss how to feel more relaxed – strategies</li> </ul>	<p>SEAL – Good to be me “Dingle Dangle Scarecrow” song</p>
Year 1	Summer	<p>Health and prevention (through Geography lessons)</p> <ul style="list-style-type: none"> <li>• Discuss how to keep safe in the sun and what we can do to prevent damage to our skin from the sun e.g. sun cream, sun hats etc.</li> </ul>	<p>Safe in the sun powerpoint and other Geography resources</p>
Year 1	Summer	<p>Science content: Animal characteristics - eggs or live young, mammals feed their babies milk Growth of plants Respect for life linked to minibeasts</p>	
Year 2	Autumn and ongoing through the year	<p>Caring friendships</p> <ul style="list-style-type: none"> <li>• Revisit the importance of caring friendships, how we choose friends, how we feel, including others, being a good friend, what we each look for in a friend</li> <li>• Discuss how friendships can have ups and downs, strategies to foster positive friendships in play; being able to say no, stop I don't like that etc.</li> <li>• Beginning to manage uncomfortable situations and disagreements</li> </ul>	<p>Circle time Class discussions 1 Decision booklet: Who can I talk to? Design the perfect friend, Who is special to me</p>



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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	Autumn	<p>Keeping and staying safe</p> <ul style="list-style-type: none"> <li>• Discuss boundaries within friendships and others, that it is ok to say no, identifying a trusted adult and knowing that it is fine to talk to them</li> <li>• Physical safety               <ul style="list-style-type: none"> <li>○ Road safety; crossing roads safely, not playing near roads, how to cross a road, take care around parked cars, staying alongside your adult</li> <li>○ Taking care during play</li> </ul> </li> <li>• Stranger Danger               <ul style="list-style-type: none"> <li>○ Talk about trust (who you can and can't), recognise difficult and unsafe situations, that not everyone is who they seem</li> <li>○ Understand that each person's body belongs to them</li> <li>○ Introduce the idea of appropriate touch</li> </ul> </li> </ul>	<p>Circle time</p> <p>Class discussions</p> <p>1Decision video clips (Road safety, Stranger Danger, Tying Shoelaces)</p> <p>1Decision booklet: eg Safe place to cross, Our safety rules, Who keeps me safe?</p> <p>Appropriate touching</p>



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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	Autumn	<p>Keeping and staying healthy</p> <ul style="list-style-type: none"> <li>• Discuss healthy eating, looking at different food groups, building a balanced meal (Science),</li> <li>• Explore the importance of being active (physical and mental well-being)               <ul style="list-style-type: none"> <li>○ Benefits of exercise, PE, hobbies, clubs, team games, rest, joining in</li> <li>○ Importance of regular exercise, walking/cycling to school</li> </ul> </li> <li>• Explore simple personal cleanliness routines               <ul style="list-style-type: none"> <li>○ Hand washing – understanding that some diseases are infectious and that transmission can be reduced</li> <li>○ Dental hygiene</li> </ul> </li> <li>• How to keep our bodies healthy               <ul style="list-style-type: none"> <li>• Need for rest and sleep</li> <li>• Sun awareness</li> <li>• Safety relating to medicinal drugs</li> <li>• Flu vaccinations</li> </ul> </li> </ul> <p>How to make an emergency call</p>	<p>Discussions in PE; healthy eating, warm ups and cool downs after exercise, importance of exercise, how exercise can make us feel etc</p> <p>1Decision video clips; Healthy Eating, Brushing Teeth, Washing Hands, Medicine</p>



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Year 2	Autumn	<p>Relationships</p> <ul style="list-style-type: none"> <li>• To begin to understand that feelings can be communicated without words (body language)</li> <li>• Discussing the importance of caring about other people's feelings (including in friendships)</li> <li>• Talking about different types of relationships               <ul style="list-style-type: none"> <li>○ The Rights of the Child – that every child has the right to be loved, cared for, provided with what they need to survive and thrive</li> <li>○ Understanding that other families may look different to our own</li> <li>○ Being respectful towards other people's feelings, beliefs, culture and background (including healthy and unhealthy relationships)</li> <li>○ Beginning to understand bullying is targeted and frequent and that the effect and the impact can be long term and inappropriate touch (and how to get help)</li> </ul> </li> <li>• Finding out about how to get help if they feel uncomfortable in a relationship</li> </ul>	<p>The Rights of the Child (United Nations Convention and Unicef resources)</p> <p>Circle time</p> <p>1Decision video clips; Bullying, Body Language, Friendship, Touch</p> <p>Use of PSHE stories and books celebrating differences</p>



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Year 2	Autumn	<p>Online relationships (through the Computing curriculum)</p> <ul style="list-style-type: none"> <li>Understand the importance of respecting others online and applying the same principles of face to face relationships to those we form online (ongoing throughout Year 2)</li> <li>The rules and principles of keeping safe online, how to recognise harmful contact and how to report it (ongoing throughout Year 2)</li> <li>Begin to consider their online friendships and develop an awareness of the risks associated with talking to people they have never met (ongoing throughout Year 2)</li> <li>How information is shared online (ongoing throughout Year 2)</li> </ul>	<p>Purplemash passwords</p> <p>Investigating emails</p> <p>Using search engines</p> <p>Sharing to a class noticeboard (Purplemash)</p> <p>Stories e.g. Smartie the Penguin, Digiduck</p> <p>Jessie and Friends</p>
Year 2	Autumn	<p>Internet safety and harms (through the Computing curriculum)</p> <ul style="list-style-type: none"> <li>About the simple concepts of privacy online e.g. not sharing passwords and personal information online (ongoing throughout KS1)</li> <li>Begin to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online (ongoing throughout Year 2)</li> <li>Discuss the benefits of rationing time spent online and how it can impact their well-being</li> <li>Begin to discuss why some games have age restrictions</li> <li>Where and how to report concerns and get support with online issues</li> <li>Introducing that the internet can be a negative place where others are not kind which can have an impact on their mental well-being</li> </ul>	<p>General discussions brought up when talking about technology and games at home</p> <p>Learning where to find online reporting functions</p> <p>Discussing who to go to to report a concern</p>



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Year 2	Autumn	Science Content Human Life Cycle -growth and development/ need to reproduce Needs of a baby Personal Hygiene Keeping healthy Body parts with link to exercise and healthy eating Plants grow from bulbs or seeds (reproduction)	
Year 2	Spring	Being responsible (Respectful relationships, caring friendships, mental well-being) <ul style="list-style-type: none"> <li>• Explore how we can help those around us</li> <li>• Discuss the importance of taking responsibility for our own actions</li> <li>• Set goals for ourselves</li> <li>• Build independence (children can identify what they can do for themselves)</li> </ul>	Class discussions Circle time Class monitor jobs 1Decision video clips; Practice makes perfect, Helping someone in need, Stealing, Water spillage
Year 2	Spring	Feelings and Emotions (Respectful Relationships, Caring Friendships, Mental Wellbeing) <ul style="list-style-type: none"> <li>• Helping children to explore, name and understand a range of feelings and emotions</li> <li>• Begin to understand the physical effects of feelings and emotions (those that feel pleasant / those that feel uncomfortable)</li> <li>• Begin to develop strategies for managing emotions</li> <li>• Begin to understand that mental wellbeing is as important as physical health</li> <li>• To use mindful activities to help to manage feelings and emotions</li> <li>• Demonstrating good manners</li> </ul>	Freeze frame emotions 1Decision workbook; naming feelings and emotions, Different faces, Being kind or thoughtful, Different feelings, Recognising strengths, Anger rules, Tree of trust 1Decision video clips; Jealousy, Worry, Anger, Grief Mindfulness activities (e.g. Yoga, colouring sheets etc.)





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Year 2	Summer	<p>Hazard Watch / Health and Prevention / Keeping and Staying Safe</p> <ul style="list-style-type: none"> <li>• Discuss and practice sun safety</li> <li>• Revisit how to make a call to emergency services</li> <li>• Revisit personal hygiene and how diseases can spread</li> <li>• Discuss taking harmful substances – someone else’s medicine, smoking cigarettes / e-cigarettes</li> <li>• Discuss whether things are safe to eat or drink</li> <li>• Discuss whether things are safe to play with</li> </ul>	<p>Circle times Class discussion 1 Decision workbook</p>
Year 2	Summer	<p>Respectful Relationships and Caring Friendships</p> <p>Prior to transition, children undertake a wide variety of activities and projects across the year group.</p> <ul style="list-style-type: none"> <li>• Building new friendships</li> <li>• Working with different children</li> <li>• Building positive behaviours such as team work, rising to challenges, resilience</li> <li>• Developing a sense of community and responsibility</li> </ul>	<p>Adventure day Sportsday Enterprise project End of Year Concert</p>
Year 2	Summer	<p>Science Content</p> <p>Animal life cycles - reference to fertilised eggs</p> <p>Life cycle of a plant</p> <p>Respect for life - linked to minibeasts</p>	



## **Appendix 2**

Expectations for the end of **Primary School**

### **RELATIONSHIPS EDUCATION EXPECTATIONS**

Pupils will need to know:

#### **Families and people who care for the pupil**

- That families are important for children growing up because they can give love, security and stability
- 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
- 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
- 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
- That marriage (available to both opposite and same sex couples) and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

#### **Caring friendships**

- How important friendships are in making us feel happy and secure, and how people choose and make friends
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- 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
- 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



## **Respectful relationships**

- The importance of respecting others, even when they're very different (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness
- 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
- 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
- What a stereotype is, and how stereotypes can be unfair, negative or destructive
- The importance of permission-seeking and giving in relationships with friends, peers and adults

## **Online relationships**

- That people sometimes behave differently online, including by pretending to be someone they're not
- 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
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- How information and data is shared and used online

## **Being safe**

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- How to recognise and report feelings of being unsafe or feeling bad about any adult
- How to ask for advice or help for themselves or others, and to keep trying until they're heard



- How to report concerns or abuse, and the vocabulary and confidence needed to do so
- Where to get advice (e.g. family, school and/or other sources)

## **HEALTH EDUCATION EXPECTATIONS**

Pupils will need to know:

### **Mental wellbeing**

- That mental wellbeing is a normal part of daily life, in the same way as physical health
- That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- How to judge whether what they're feeling and how they're behaving is appropriate and proportionate
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests
- Isolation and loneliness can affect children and that it's very important for children to discuss their feelings with an adult and seek support
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they're worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- It's common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

### **Internet safety and harms**

- That for most people the internet is an integral part of life and has many benefits
- About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- Why social media, some computer games and online gaming, for example, are age restricted



- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- Introduce the idea that information online from search engines can be ranked, selected and targeted
- Where and how to report concerns and get support with issues online

### **Physical health and fitness**

- The characteristics and mental and physical benefits of an active lifestyle
- The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
- The risks associated with an inactive lifestyle (including obesity)
- How and when to seek support including which adults to speak to in school if they're worried about their health

### **Healthy eating**

- What constitutes a healthy diet (including understanding calories and other nutritional content)
- The principles of planning and preparing a range of healthy meals
- The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

### **Drugs, alcohol and tobacco**

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

### **Health and prevention**

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
- About personal hygiene and germs including bacteria, viruses, how they're spread and treated, and the importance of handwashing
- The facts and science relating to immunisation and vaccination

### **Basic first aid**

- How to make a clear and efficient call to emergency services if necessary



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- Concepts of basic first aid, for example dealing with common injuries, including head injuries

### SEX EDUCATION EXPECTATIONS

There is **no list of expectations** for sex education at the primary level, as it isn't compulsory, but if you choose to teach it then the DfE recommends that it should:

- Draw on knowledge of the human life cycle set out in science lessons to explain how a baby is conceived and born