COGNITA

AKELEY WOOD SCHOOL

Relationships, Sex and Health Education (SRE) Policy

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Relationships and Sex Education (RSE) Policy

Contents

Relationships and Sex Education (RSE) Policy

## 1   Introduction and aims

Schools and colleges play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homo/bi/trans phobia and sexual violence/harassment. This policy applies to all students, including those in the Early Years.

The purpose of this policy is to ensure that our Relationships and Sex Education (RSE) and Health Education supports our school ethos and fulfils our school aims, which are defined as:

- To live by the Akeley Wood Leaner Profile. These are: Tolerant, Principled, Responsible, Caring, Creative, Inquirers, Communications, Collaborators, Knowledgeable, Resilient, Reflective, Open Minded,

- To develop character, encouraging our students to be adventurous, collaborative and future-ready.

- To offer a contemporary and innovative approach to academic achievement enabling each individual to discover their passion.

- To inspire a community of global citizens who feel empowered to be active and socially aware.

1.1   This policy forms part of the curriculum.

1.2   We see the curriculum as, 'The total learning experience for our students, which includes not only the taught lessons but also the routines, behaviours, events, activities and other opportunities that our students experience on a daily, weekly and yearly basis in order to ensure that all of them make the best progress possible and attain high standards'.
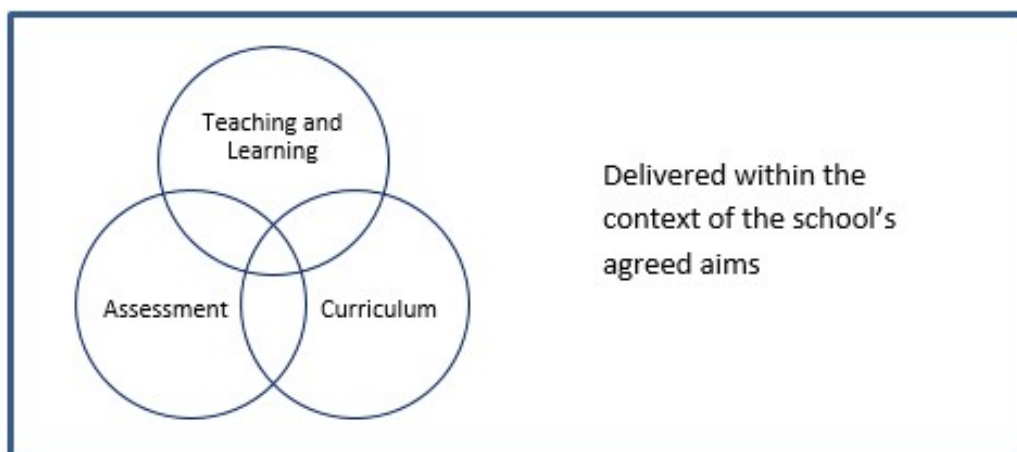
1.3   A well-structured and coherent curriculum is a fundamental element of the tripartite education that underpins all successful schools and includes Teaching, Learning and Assessment (see model below) and is underpinned by Wellbeing.

The aims of RSE at our school are to:

1.4   Provide a framework in which sensitive discussions can take place.

1.5   Prepare students for puberty, give them an understanding of sexual development and the importance of health and hygiene.

1.6   Help students develop feelings of self-respect, confidence and empathy.

1.7   Create a positive culture around sexuality and relationships.

1.8   Teach students the correct vocabulary to describe themselves and their bodies.

1.9   Help students understand that healthy relationships are an important part of wellbeing.

1.10   Prevent students from becoming involved in child-on-child abuse, and /or experiencing harm in school/in the community

2   Statutory requirements

2.1   Our policy follows the statutory guidance given by the government (DfE) and meets the requirements of the Independent School Standards. Aspects of RSE are infused within the day-to-day operation of our school; incorporated through the curriculum, both in content included in subject schemes of work and through other planned learning opportunities in the school. They are captured in our written aims and expressed in the ethos and behaviours of everyone.

2.2   As a Primary School, we must ensure that every registered student who is provided with primary education at the school is provided with relationships education, in accordance with section 34 of the Children and Social Work Act 2017 and the Independent School Standards

At Akeley Wood School, we teach RSE as set out in this policy.

3   Policy development

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

- Review – The PSHE Lead reviewed all relevant information, including but not limited to, relevant national and local guidance including regard to the school's obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.

- The policy was drafted in accordance with statutory guidance and aligned with the Independent School Regulations/BSO Standards. The school curriculum plans were amended accordingly.

- Staff consultation – school staff were given the opportunity to review the policy and make recommendations.

- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy and offer commentary.

- Student consultation – students were consulted with about their RSE lessons in school council meetings.

- Ratification – once amendments were made, the policy was published.

- Policy review – this policy will be reviewed every three years.

4   Definition

4.1   RSE is about the emotional, social and cultural development of students, and involves learning about healthy relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

4.2   RSE involves a combination of sharing information and exploring issues and values.

4.3   RSE is not about the promotion of sexual activity, sexual orientation, or a specific sexual identity.

5   Curriculum

5.1   Our curriculum is set out in Appendix 1, but we may need to adapt this as and when necessary.

5.2   We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students.

5.3   Primary sex education will focus on:
- Preparing all students for the changes that adolescence brings; and
- How a baby is conceived and born.

It will:
  i.   consider the ages, aptitudes and needs of all pupils, including those pupils with SEND/ and an EHC plan.
  ii.   not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; and
  iii. ensure that discriminatory, extremist opinions or behaviours are challenged as a matter of routine.

5.4   For more information about our curriculum, see Appendices 1 and 2 and our Curriculum Policy

6   Delivery of RSE

6.1   Our RSE is taught as part of our PSHEE curriculum. The PSHEE course is delivered to all students through discrete PSHEE lessons taught by our teachers. There is one lesson of taught PSHEE a week. Elements of the programme may be supported through the bringing in of additional expertise, such as outside speakers, trained health professionals, or the use of teachers with a particular interest or knowledge in a specific area. In addition to these discrete sessions, PSHEE is also embedded within the curriculum (e.g., social issues through the teaching of English Literature; Health through Biology and PE; Citizenship through History & RE). There are also centrally organised sessions which supplement the delivery in house.

6.2   Relationships 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

6.3 For more information about our RSE curriculum, see Appendices 1 and 2 and our Curriculum Policy.

6.4 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, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7 Roles and responsibilities

Staff & Governance

7.1 **PSHE Lead Teacher**
The person with responsibility for the overview and yearly evaluation of this policy is Natalie Burdett in conjunction with Phase Leaders. However, all staff are responsible for ensuring this policy is implemented and acted on.

When evaluating the use and impact of this policy, our school leaders will evaluate the extent to which there is evidence of a curriculum which:
- Fulfils the aims of the school;
- Embeds aspiration, attributes and the expectation to achieve high standards and high rates of progress; and
- Provides engagement and excitement for learning.

7.2 **The Executive Head Teacher**
The Executive Head Teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from [non-statutory/non-science] components of RSE (see section 8).

7.3 **The Chair of Governors**
The Chair of Governors will hold the European Director of Education & Interim Executive Head to account for the implementation of this policy.

The Chair of Governors will ensure that:
- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND (see below);
- Teaching is sensitive to the needs of all students with protected characteristics under the Equality Act 2010
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

7.4 **Staff**
Staff are responsible for:
- Delivering RSE in a sensitive way;
- Modelling positive attitudes to RSE;

- Monitoring progress;
- Responding to the needs of individual students; and
- Responding appropriately to students whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

RSE is taught by Class Teachers.

8   Students

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

8.1   Students with Special Educational Needs and Disabilities
Our curriculum is inclusive and our RSE and Health Education is accessible for all students. For those pupils with special educational needs or specific learning difficulties, the school has a well-established Learning Support department, led by the SENCO/Inclusion Lead. Further details of this provision can be found in our Special Educational Needs and Disability (SEND) Policy.

High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

As set out in the SEND code of practice, when teaching these subjects to those with SEND, Akeley Wood School is mindful of preparing students for adulthood.

Akeley Wood School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors will be taken into consideration in designing and teaching these subjects.

9   Parents' right to withdraw

9.1   If parents require more information on RSE for primary aged children, this is a useful information source of information for them:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf

9.2   Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Head of School/Executive Head Teacher.

Alternative work will be given to students who are withdrawn from sex education.

A copy of withdrawal requests will be placed in the pupil's educational record. The Head of School/ Executive Head Teacher will discuss the request with parents and take appropriate action.

Alternative work will be given to students who are withdrawn from sex education.

10 Training

10.1 Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development programme. Staff have also have a PSHEE meeting session to train them on how to use the newly introduced scheme and resources from the PSHE Association

10.2 The Head of School/ Executive Head Teacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11 Monitoring arrangements

11.1 The delivery of RSE is monitored by Natalie Burdett and Michael Rice through:
Lesson observations learning walks and monitoring discussions with Phase Leaders and pupils. Otrack assessments will also be viewed and evaluated. Book scrutinies will also be carried out to monitor coverage and attainment.

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

Appendix 1: Curriculum Map

Relationships and Sex Education Curriculum Map

5-8 MODULES	KSS	KSH	REL	BR	FAE	CS	OW	HW	FS SPECIAL*
YEAR 1	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment
	Road Safety	Washing Hands	Friendship	Water Spillage	Jealousy	Online Bullying	Growing in Our World		Hoax Calling
YEAR 2	Tying Shoelaces	Healthy Eating	Bullying	Practice Makes Perfect	Worry	Image Sharing	Living in Our World	Is it safe to eat or drink?	Petty Arson
		Brushing Teeth	Body Language	Helping Someone in Need	Anger	Computer Safety Documentary	Working in Our World	Is it safe to play with?	Texting Whilst Driving
YEAR 3	Staying Safe	Medicine	Touch	Stealing	Grief	Making Friends Online	Looking After Our World	Summative Assessment	Enya and Deedee Visit the Fire Station
	Leaning Out of Windows								
	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment		Summative Assessment

IMPORTANT NOTE: If you are starting in Year 5/6, you should still start from the beginning with the Baseline Assessment from Year 4.

8-11 MODULES	KSS	KSH	GAC	BR	FAE	CS	TWW	AWWJ	FA SPECIAL
YEAR 4	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment
	Cycle Safety	Healthy Living	Appropriate Touch (Relationships)	Coming Home on Time	Jealousy	Online Bullying	Chores at Home	Breaking Down Barriers	First Aid Year 4
YEAR 5	Peer Pressure	Smoking	Puberty	Looking Out for Others	Anger	Image Sharing	Enterprise	Inclusion and Acceptance	First Aid Year 5
	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	
YEAR 6	Water Safety	Alcohol	Conception	Stealing	Worry	Making Friends Online	In-App Purchases	British Values	First Aid Year 6 (Part 1 & Part 2)
	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment

YEAR 1 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn — Relationships	**Road Safety** **How to be safe crossing roads** (KS1) - H29, H32, H33, R2, R17, R20	By the end of the lesson, students should: • understand why it is important to stay safe when crossing the road • be able to recognise a range of safe places to cross the road • understand the differences between safe and risky choices • know different ways to help us stay safe	• Colourful on-screen guide • Activity/assessment worksheets
Washing hands Autumn	**Washing hands** KS1) - H1, H5 Pupils should know the importance of handwashing as a hygeine and self-care technique but also the role it plays in reducing the spread of illnesses and infections.	By the end of the lesson, students should: • understand why we need to wash our hands • know how germs are spread and how they can affect our health • be able to practise washing your hands • know the differences between healthy and unhealthy choices	• Colourful on-screen guide • Activity/assessment worksheets • Video with alternative endings

Autumn — Relationships	**Families and friendships** Roles of different people; families; feeling cared for PoS Refs: R1, R2, R3, R4, R5	• about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers • the role these different people play in children's lives and how they care for them • what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. • about the importance of telling someone — and how to tel them — if they are worried about something in their family	Medway Public Health Directorate - Primary RSE Lessons FPA – Growing up with Yasmine and Tom (£)
	Safe relationships Recognising privacy; staying safe; seeking permission PoS Refs: R10, R13, R15, R16, R17	• about situations when someone's body or feelings might be hurt and whom to go to for help • about what it means to keep something private, including parts of the body that are private • to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) • how to respond if being touched makes them feel uncomfortable or unsafe • when it is important to ask for permission to touch others • how to ask for and give/not give permission	1 decision - Relationships (£) FPA – Growing up with Yasmine and Tom (£)
	Being responsible KS1) - H29, H32, R15, R17, R19, R20, R22 Pupils should know: • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	By the end of the lesson, students should: • know how you can help other people • be able to recognise kind and thoughtful behaviours and actions • understand the risks of talking to people you don't know very well in the community • be able to identify the differences between being responsible and being irresponsible	• Colourful on-screen guide • Activity/assessment worksheets • Video with alternative endings

	• the importance of self-respect and how this links to their own happiness.		

YEAR 2 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn-Tying shoelaces	**Tying Shoelaces** (KS1) - H13, H14, H15, H16, H29, H30, R1 Pupils should know: • 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.	By the end of the lesson, students should: • Know the reasons to make sure your laces are tied • Learn how to tie up laces properly • Know rules to keep yourself and others safe • Understand the differences between safe and risky choices	• Colourful on-screen guide • Activity/assessment worksheets • Video with alternative endings

Autumn — Relationships	**Families and friendships** Making friends; feeling lonely and getting help PoS Refs: R6, R7 R8, R9, R24	• how to be a good friend, e.g. kindness, listening, honesty • about different ways that people meet and make friends • strategies for positive play with friends, e.g. joining in, including others, etc. • about what causes arguments between friends • how to positively resolve arguments between friends • how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else	1 decision - Relationships (£) FPA – Growing up with Yasmine and Tom (£)
	Safe relationships and staying safe Managing secrets; resisting pressure and getting help; recognising hurtful behaviour PoS Refs: R11, R12, R14, R18, R19, R20	• how to recognise hurtful behaviour, including online • what to do and whom to tell if they see or experience hurtful behaviour, including online • about what bullying is and different types of bullying • how someone may feel if they are being bullied • about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help • how to resist pressure to do something that feels uncomfortable or unsafe • how to ask for help if they feel unsafe or worried and what vocabulary to use	1 decision - Relationships (£) Thinkuknow Jessie and Friends
	Respecting ourselves and others and being responsible (KS1) - H28, H29, H30, H35, H36, R21, L1 Pupils should know: • the characteristics of healthy family life. (KS1) - H29, H32, R15, R17, R19, R20, R22 Pupils should know: • the characteristics of	By the end of the lesson, students should: • be able to name ways you can improve in an activity or sport • understand the importance of trying hard and not giving up • be able to see the benefits of practising an activity or sport By the end of the lesson, students should: • know how you can help other people • be able to recognise kind and thoughtful behaviours and actions • understand the risks of talking to people you don't know very well in the community	Colourful on-screen guide • Activity/assessment worksheets • Video with alternative endings See online scheme for videos and class activities.

	friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	• be able to identify the differences between being responsible and being irresponsible	

YEAR 3 — MEDIUM-TERM OVERVIEW

Term	Topic		In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn Staying safe	**Safe relationships** Personal boundaries; safely responding to others; the impact of hurtful behaviour KS1) - H22, H29, H32, H33, R1, R2, R15, R16, R17, R19, R20, R22, L5,	• What is appropriate to share with friends, classmates, family and wider social groups including online • about what privacy and personal boundaries are, including online	Pupils should know: • 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 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. • 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. • 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. • the importance of permission-seeking and giving in relationships with friends, peers and adults.	Please see online scheme for videos and class activities

| L16 (KS2) - H38, H39, H41, R1, R6, R8, R9, R22, R24, R26, R28, R29, R31 PoS Refs: R19, R22, R24, R30 | • basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision

• that bullying and hurtful behaviour is unacceptable in any situation

• about the effects and consequences of bullying for the people involved

• about bullying online, and the similarities and differences to face-to-face bullying

• what to do and whom to tell if they see or experience bullying or | • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
• 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 are 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. | |

	hurtful behaviour		
Autumn Keeping and staying healthy	(KS1) - H6, H10, H31, H33, R17, R20 (KS2) - H10, H14, H40, R11, R15, R18, R26, R28 Pupils should know: • the characteristics of friendships, including mutual respect,truthfulness,trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. (KS1) - H1, H2, H3, H4, H5, H6, H7, H9, H10, H17 (KS2) - H1, H2, H3, H6, H7, H9, H10, H11, H12, H13, H14, H15	By the end of the lesson, students should: • know, understand, and be able to practise simple safety rules about medicine • understand when it is safe to take medicine • know who we can accept medicine from • understand the differences between healthy and unhealthy choices Pupils should know: • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • 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. • 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 are worried about their health. • the principles of planning and preparing a range of healthy meals.	• Colourful on-screen guide • Activity worksheets • Video with alternative endings Please see online website for resources and videos for the class

		• 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). • 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 are spread and treated, and the importance of handwashing.	
Autumn — Relationships	**Families and friendships** What makes a family; features of family life PoS Refs: R1, R6, R7, R8, R9	• to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents • that being part of a family provides support, stability and love • about the positive aspects of being part of a family, such as spending time together and caring for each other • about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty • to identify if/when something in a family might make someone upset or worried • what to do and whom to tell if family relationships are making them feel unhappy or unsafe	Coram Life Education – The Adoptables' Schools Toolkit FPA – Growing up with Yasmine and Tom (£)

| **Respecting ourselves and others**

Recognising respectful behaviour; the importance of self-respect; courtesy and being polite

PoS Refs: R30, R31 | • to recognise respectful behaviours e.g. helping or including others, being responsible

• how to model respectful behaviour in different situations e.g. at home, at school, online

• the importance of self-respect and their right to be treated respectfully by others

• what it means to treat others, and be treated, politely

• the ways in which people show respect and courtesy in different cultures and in wider society | Premier League Primary Stars-KS2 Behaviour/relationships Do the right thing |

YEAR 4 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn — Relationships	**Families and friendships** Positive friendships, including online PoS Refs: R10, R11, R12, R13, R18	• about the features of positive healthy friendships such as mutual respect, trust and sharing interests • strategies to build positive friendships • how to seek support with relationships if they feel lonely or excluded • how to communicate respectfully with friends when using digital devices • how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know • what to do or whom to tell if they are worried about any contact online	Google and Parent zone Be Internet Legends FPA – Growing up with Yasmine and Tom (£)

	Safe relationships Responding to hurtful behaviour; managing confidentiality; recognising risks online PoS Refs: R20, R23, R27, R28	• to differentiate between playful teasing, hurtful behaviour and bullying, including online • how to respond if they witness or experience hurtful behaviour or bullying, including online • recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable • how to manage pressures associated with dares • when it is right to keep or break a confidence or share a secret • how to recognise risks online such as harmful content or contact • how people may behave differently online including pretending to be someone they are not • how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online	Google and Parent zone Be Internet Legends 1 decision Computer safety (£)
	Respecting ourselves and others Respecting differences and similarities; discussing difference sensitively PoS Refs: R32, R33	• to recognise differences between people such as gender, race, faith • to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations • about the importance of respecting the differences and similarities between people • a vocabulary to sensitively discuss difference and include everyone	Premier League Primary Stars KS2 PSHE Diversity

YEAR 5 — MEDIUM-TERM OVERVIEW			
Term	**Topic**	**In this unit of work, pupils learn…**	**Quality Assured resources to support planning**

Autumn — Relationships	**Families and friendships** Managing friendships and peer influence PoS Refs: R14, R15, R16, R17, R18, R26	• what makes a healthy friendship and how they make people feel included • strategies to help someone feel included • about peer influence and how it can make people feel or behave • the impact of the need for peer approval in different situations, including online • strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication • that it is common for friendships to experience challenges • strategies to positively resolve disputes and reconcile differences in friendships • that friendships can change over time and the benefits of having new and different types of friends • how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable • when and how to seek support in relation to friendships	Premier League Primary Stars KS2 PSHE Inclusion FPA – Growing up with Yasmine and Tom (£)
	Safe relationships Physical contact and feeling safe PoS Refs: R9, R25, R26, R27, R29	• to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations • how to ask for, give and not give permission for physical contact • how it feels in a person's mind and body when they are uncomfortable • that it is never someone's fault if they have experienced unacceptable contact • how to respond to unwanted or unacceptable physical contact • that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about • whom to tell if they are concerned about unwanted physical contact	FPA – Growing up with Yasmine and Tom (£)

	Respecting ourselves and others Responding respectfully to a wide range of people; recognising prejudice and discrimination PoS Refs: R20, R21, R31, R33	• to recognise that everyone should be treated equally • why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own • what discrimination means and different types of discrimination e.g. racism, sexism, homophobia • to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment	Premier League - Primary Stars Behaviour/relationships Do the right thing; Developing values Coram Life Education - 'The Belonging Toolkit', upper KS2 single and double lessons
		• the impact of discrimination on individuals, groups and wider society • ways to safely challenge discrimination • how to report discrimination online	

YEAR 6 — MEDIUM-TERM OVERVIEW			
Term	**Topic**	**In this unit of work, pupils learn...**	**Quality Assured resources to support planning**
Autumn — Relationships	**Families and friendships** Attraction to others; romantic relationships; civil partnership and marriage PoS Refs: R1, R2, R3, R4, R5, R7	• what it means to be attracted to someone and different kinds of loving relationships • that people who love each other can be of any gender, ethnicity or faith • the difference between gender identity and sexual orientation and everyone's right to be loved • about the qualities of healthy relationships that help individuals flourish • ways in which couples show their love and commitment to one another, including those who are not married or who live apart • what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults • that people have the right to choose whom they marry or whether to get married • that to force anyone into marriage is illegal • how and where to report forced marriage or ask for help if they are worried	[Medway Public Health Directorate Primary RSE](#)

	Safe relationships Recognising and managing pressure; consent in different situations PoS Refs: R26, R28, R29	• to compare the features of a healthy and unhealthy friendship • about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong • strategies to respond to pressure from friends including online • how to assess the risk of different online 'challenges' and 'dares' • how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable • how to get advice and report concerns about personal safety, including online • what consent means and how to seek and give/not give permission in different situations	Thinkuknow Play Like Share FPA – Growing up with Yasmine and Tom (£)
	Respecting ourselves and others Expressing opinions and respecting other points of view, including discussing topical issues PoS Refs: R30, R34	• about the link between values and behaviour and how to be a positive role model • how to discuss issues respectfully • how to listen to and respect other points of view • how to constructively challenge points of view they disagree with • ways to participate effectively in discussions online and manage conflict or disagreements	Premier_League_Primary_Stars-KS2 Behaviour/relationships Do the right thing

Appendix 2: By the end of primary school, students should know:

TOPIC	STUDENTS SHOULD KNOW
Families and people who care about me	• 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 represents 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

TOPIC	STUDENTS SHOULD KNOW
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • 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 are 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 is 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 are 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

Appendix 3: Parent form: Withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

Appendix 4: DfE RSE Statutory Guidance Suggested Resources

Link to Annex B (page 46) in DfE Relationship Education, Relationships and Sex Education and Health Education guidance – Suggested resources:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf

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Related documentation	
Related documentation	Curriculum Policy SEND Policy EAL Policy Prevent Duty Early Years Policy, where relevant Safeguarding and Child Protection Policy and Procedures Independent School Standards