



# Relationships & Sex Education Policy (from 2021)

Approved by:	Jane Scardifield	Date: 08.12.2022
Last reviewed on:	08.12.2022	
Next review due by:	08.12.2024	

# Contents

1. Aims .....	2
2. Statutory requirements .....	3
3. Policy development.....	3
4. Definition .....	4
5. Curriculum.....	4
6. Delivery of RSE .....	6
7. Roles and responsibilities .....	7
8. Parents' right to withdraw .....	8
9. Monitoring arrangements.....	8
Appendix 1: Curriculum map .....	9
Appendix 2 : RSE curriculum Guidance.....	12
Appendix 3: Parent form: withdrawal from sex education within RSE at Northowram Primary School.....	14

---

## 1. Aims

Through our PSHE programme (delivered through the Kapow scheme), we aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective RSE to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens.

At Northowram Primary School, RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. In addition, some aspects of the RSE programme will be covered through:

- Science curriculum
- Computing
- Circle times
- Assemblies
- Stories
- PE in the context of health and hygiene

RSE is lifelong learning about personal, physical, moral and emotional development. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

RSE is lifelong learning about personal, physical, moral and emotional development. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

The aims of Relationships, Sex and Health education (RSHE) at our school are to:

- Provide a consistent standard of relations, sex and health education across the school
  - Help pupils develop feelings of self-respect, confidence and empathy
  - Promote responsible behaviour
  - Create a positive culture of communication around issues of relationships
  - Teach pupils the correct vocabulary to describe themselves and their bodies
  - Provide a framework in which sensitive discussions can take place
  - Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
  - Give pupils an understanding of reproduction and sexual development
-

- Ensure that all pupils, by the time they reach secondary school age, are well equipped and on an equal footing, to deal with the secondary RSHE curriculum.
- To provide all pupils with knowledge, skills, and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up and deal with risk.
- Combat exploitation.

These aims complement those of the Science curriculum in KS1 and KS2.

In our vision, we endeavor that our ‘School will seize responsibility to look after the wellbeing and safety of the families which it serves. We will take responsibility for improving the life experiences and the support for all and in particular our vulnerable children and young people’ which underpins our learning through this subject.

## 2. Statutory requirements

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. This policy has been written in accordance with the statutory guidance document “Relationships and Sex Education (RSE) and Health Education” (DfE, 2019). Department for Education guidance states that by the summer term 2021, all primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum: including knowledge of the main external body parts; the changes as humans develop to old age and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons. Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age appropriate sex education if they feel their pupils need this information:

“It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement “It is important that the transition phase before moving to secondary school supports pupils’ ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.”

Should you like to see the guidance from the government please visit:

[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](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)

At Northowram we teach RSE as set out in this policy.

## 3. Policy development

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

1. Review – a member of staff (PSHE and RSE Lead) pulled together all relevant information including relevant national and local guidance
2. Governors consultation-the governors were given the opportunity to look at the policy and make recommendations (completed by May 2022)
3. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations (completed by June 2022)
4. Parent consultation – parents and any interested parties were invited to attend a meeting about the policy (completed by June 2022)
5. Ratification – once amendments were made, the final policy was shared with governors and ratified (completed by June 2022)

## 4. Definition

Within this policy, as in the DfE guidance, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online. For the purpose of this policy, Health Education is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices. Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the national curriculum for science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of Science and those related elements (the physical changes associated with puberty) within statutory Health Education.

RSE is not about the promotion of sexual activity.

## 5. Curriculum

### 5.1 Statutory RSE Curriculum Content

Our RSE curriculum is embedded within our PSHE curriculum and is set out as per Appendix 1, however, this will be adapted when necessary.

We have developed the curriculum taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an age appropriate manner so they are fully informed and do not seek answers online.

Key objectives of the statutory Relationships Education curriculum are outlined below:

#### Families and people who care for me

Children 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 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

Children should know:

- 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 physically or verbally aggressive behaviour 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

Children should know:

- 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 granting in relationships with friends, peers and adults.

### Online relationships

Children should know:

- 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

Children should know:

- 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 and others.
- 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.

## **5.2 Statutory Science Curriculum Content**

Early Years Foundation Stage children learn about life cycles as well as watching chicks hatch. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 (years 1 – 2) children learn:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

In Key Stage 2 (years 3 – 6) children learn:

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat

- To identify that humans and some other animals have skeletons and muscles for support, protection and movement
- To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple functions
- To describe the life process of reproduction in some plants and animals
- To describe the changes, as humans develop to old age
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- To describe the way nutrients and water are transported within animals, including humans
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

### 5.3 Non-Statutory Sex Education

As part of statutory Health Education, children are taught in an age appropriate way about puberty and the associated physical and emotional changes from Year 4 onwards. As part of the science curriculum, children learn in Year 2 that animals, including humans, have offspring which grow into adults. In Year 5, they describe the changes as humans develop to old age and about how reproduction occurs in some plants and animals.

Alongside this, children in Year 4, 5 and 6 are taught about 'The Changing Body', these lessons form part of the statutory requirements for Health Education.

The DfE guidance 2019 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs.

This is taught in Year 6. Children are taught about the biology of conception and about the development of the baby during pregnancy. The Kapow Primary scheme of work covers this material in two Year 6 lessons named: 'Conception' and 'Pregnancy and birth'.

We believe that teaching this additional content to pupils will ensure that they are better prepared for transition to secondary school and also support their personal and social development as they grow into young adults. As is legally prescribed, parents have a right to withdraw their children from these additional non-statutory sex education lessons –please see the relevant section within this policy in regard to this process.

The resources we use when teaching the non-statutory sex education units are available for parents/carers to view on request to the Class Teacher or PHSE and RSE Co-ordinator.

For more information about our curriculum, see our curriculum map in Appendix 1.

## 6. Delivery of RSE

Our Relationships and Sex Education programme will be delivered in an age appropriate and sensitive manner by class teachers. Teaching is normally taught in mixed gender groups, though some content is covered in single sex groups e.g. menstrual hygiene, single sex question sessions, etc.

We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes. Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching RSE. Clear ground rules are established in partnership with the class, then reinforced at the start of each relevant lesson. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other
- Everyone gets a turn to speak, if they want to
- Everyone has a right not to speak
- Everyone's contribution is respected

- We don't ask or have to answer any personal questions
- We use anatomically correct language when we have learnt it

#### Dealing with sensitive issues and difficult questions

Pupil's questions will be dealt with honestly and sensitively and in an age appropriate way. A questions box will be available for pupils to ask anonymous questions. If staff are faced with a question they do not feel comfortable answering within the classroom, techniques such as the use of a question box, or creating a time to talk to a child individually will be used. Children may also be signposted back to parents/carers and the teacher will contact the parents/carers to give a context to the conversations that have been held in class. These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

If any questions raise safeguarding concerns, teachers will refer to the Designated Safeguarding Lead.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum through the Kapow Scheme. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

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

## **7. Roles and responsibilities**

### **7.1 The governing board**

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

### **7.2 The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see Section 8).

The headteacher also:

- Ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- Monitors this policy on a regular basis and reports to governors on the effectiveness of the policy

### **7.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE.

### **Monitoring progress**

Class teachers are responsible for teaching RSE at Northowram Primary School.



Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions. Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

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. Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

## **7.4 Pupils**

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

### **Special Educational Needs**

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

## **8. Parents' right to withdraw**

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. Parents wanting to withdraw their children are invited to speak to the class teacher/PSHE and RSE Coordinator. The class teacher/PSHE and RSE Coordinator will explore the concern(s) of the parents and the possibility of adjusting the programme or approach and will discuss any impact that withdrawal may have on the child. If the parent still wishes to withdraw the child, requests for withdrawal should be put in writing and addressed to the Headteacher using the form found in Appendix 3 of this policy. Alternative work will be given to pupils who are withdrawn from sex education.

## **9. Monitoring arrangements**

The delivery of RSE is monitored by the PSHE and RSE Coordinator and Senior Leadership Team members through, for example, planning scrutinies, learning walks and lesson observations.

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

This policy will be reviewed by Amy Dennison, PSHE and RSE Coordinator annually. At every review, the policy will be approved by [the governing board and the headteacher.



## Appendix 1: Curriculum map

### Relationships and sex education curriculum map; Northowram Primary School RSE & PSHE Curriculum Overview (from September 2021)

Year Group		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<b>Family and relationships</b>	<ul style="list-style-type: none"> <li>• Introduction to RSE</li> <li>• What is family?</li> <li>• What are friendships?</li> <li>• Family and friends help and support each other</li> <li>• Making friends</li> <li>• Friendship problems</li> <li>• Healthy Friendships</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to RSE</li> <li>• Families offer stability and love</li> <li>• Families are all different</li> <li>• Managing friendships</li> <li>• Unhappy friendships</li> <li>• Valuing me</li> <li>• Manners &amp; courtesy</li> <li>• Loss and change</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to RSE</li> <li>• Healthy families</li> <li>• Friendships - conflict</li> <li>• Effective communication</li> <li>• Learning who to trust</li> <li>• Respecting differences</li> <li>• Stereotyping</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to RSE</li> <li>• Respect &amp; manners</li> <li>• Healthy friendships</li> <li>• My behaviour</li> <li>• Bullying</li> <li>• Stereotypes</li> <li>• Families in the wider world</li> <li>• Loss and change</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to RSE</li> <li>• Build a friend</li> <li>• Resolving conflict</li> <li>• Respecting myself</li> <li>• Family life</li> <li>• Bullying</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to RSE</li> <li>• Respect</li> <li>• Developing respectful relationships</li> <li>• Stereotypes</li> <li>• Bullying</li> <li>• Being me</li> <li>• Loss and change</li> </ul>
Autumn 2	<b>Safety and the changing body</b>	<ul style="list-style-type: none"> <li>• Getting lost</li> <li>• Making a call to the emergency services</li> <li>• Asking for help</li> <li>• Appropriate contact</li> <li>• Medication</li> <li>• Safety at home</li> <li>• People who help to keep us safe</li> </ul>	<ul style="list-style-type: none"> <li>• The Internet</li> <li>• Communicating online</li> <li>• Secrets and surprises</li> <li>• Appropriate contact</li> <li>• Road safety</li> <li>• Drug education</li> </ul>	<ul style="list-style-type: none"> <li>• Basic first aid</li> <li>• Communicating safely online</li> <li>• Online safety</li> <li>• Fake emails</li> <li>• Drugs, alcohol &amp; tobacco</li> <li>• Keeping safe</li> </ul>	<ul style="list-style-type: none"> <li>• Online restrictions</li> <li>• Share aware</li> <li>• Basic first aid</li> <li>• Privacy and secrecy</li> <li>• Consuming information online</li> <li>• The changing adolescent body (puberty)</li> </ul>	<ul style="list-style-type: none"> <li>• Online friendships</li> <li>• Identifying online dangers</li> <li>• The changing adolescent body (puberty, including menstruation)</li> <li>• First aid</li> <li>• Drug education</li> </ul>	<ul style="list-style-type: none"> <li>• Drugs alcohol &amp; tobacco</li> <li>• First aid</li> <li>• Critical digital consumers</li> <li>• Social media</li> <li>• The changing adolescent body (puberty, conception, birth)*</li> </ul> <p>*Lessons 5 and 6 titled 'Conception and Pregnancy and birth'; parents have the right to withdraw.</p>

Year Group		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring 1	Health and wellbeing	<ul style="list-style-type: none"> <li>• Wonderful me</li> <li>• What am I like?</li> <li>• Ready for bed</li> <li>• Relaxation</li> <li>• Hand washing &amp; personal hygiene</li> <li>• Sun safety</li> <li>• Allergies</li> <li>• People who help us stay healthy</li> </ul>	<ul style="list-style-type: none"> <li>• Experiencing different emotions</li> <li>• Being active</li> <li>• Relaxation</li> <li>• Steps to success</li> <li>• Growth mindset</li> <li>• Healthy diet</li> <li>• Dental health</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Experiencing different emotions</li> <li>• Being active</li> <li>• Relaxation</li> <li>• Steps to success</li> <li>• Growth mindset</li> <li>• Healthy diet</li> <li>• Dental health</li> </ul>	<ul style="list-style-type: none"> <li>• Diet and dental health</li> <li>• Visualisation</li> <li>• Celebrating mistakes</li> <li>• My role</li> <li>• My happiness</li> <li>• Emotions</li> <li>• Mental health</li> </ul>	<ul style="list-style-type: none"> <li>• Relaxation</li> <li>• The importance of rest</li> <li>• Embracing failure</li> <li>• Going for goals</li> <li>• Taking responsibility for my feelings</li> <li>• Healthy meals</li> <li>• Sun safety</li> </ul>	<ul style="list-style-type: none"> <li>• What can I be?</li> <li>• Mindfulness</li> <li>• Taking responsibility for my health</li> <li>• Resilience toolkit</li> <li>• Immunisation</li> <li>• Health concerns</li> <li>• Creating habits</li> <li>• The effects of technology on health</li> </ul>
Spring 2	Citizenship	<p><b>Responsibility</b> Rules Caring for others: Animals The needs of others</p> <p><b>Community</b> Similar, yet different Belonging</p> <p><b>Democracy</b> Democratic decisions</p>	<p><b>Responsibility</b> Rules beyond school Our school environment Our local environment</p> <p><b>Community</b> Job roles in our local community Similar yet different: My local community</p> <p><b>Democracy</b> School Council Giving my opinion</p>	<p><b>Responsibility</b> Rights of the child Rights and responsibilities Recycling</p> <p><b>Community</b> Local community groups Charity</p> <p><b>Democracy</b> Local democracy Rules</p>	<p><b>Responsibility</b> What are human rights? Caring for the environment</p> <p><b>Community</b> Community groups Contributing Diverse communities</p> <p><b>Democracy</b> Local councillors</p>	<p><b>Responsibility</b> Breaking the law Rights and responsibilities Protecting the planet</p> <p><b>Community</b> Contributing to the community Pressure groups</p> <p><b>Democracy</b> Parliament</p>	<p><b>Responsibility</b> Human rights Food choices and the environment Caring for others</p> <p><b>Community</b> Prejudice and discrimination Valuing diversity</p> <p><b>Democracy</b> National democracy</p>

Year Group		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer 1	Economic wellbeing	<b>Money</b> Introduction to money Looking after money Banks and building societies Saving and spending  <b>Career and aspirations</b> Jobs in school	<b>Money</b> Where money comes from Needs and wants Wants and needs Looking after money  <b>Career and aspirations</b> Jobs	<b>Money</b> Ways of paying Budgeting How spending affects others Impact of spending  <b>Career and aspirations</b> Jobs and careers Gender and careers	<b>Money</b> Spending choices/ value for money Keeping track of money Looking after money  <b>Career and aspirations</b> Influences on career choices Jobs for me	<b>Money</b> Borrowing Income and expenditure Risks with money Prioritising spending  <b>Career and aspirations</b> Stereotypes in the workplace	<b>Money</b> Attitudes to money Keeping money safe Gambling  <b>Career and aspirations</b> What jobs are available Career routes
Summer 2	Transition Identity	Transition	Transition	Transition	Transition	Transition	Transition  What is identity Gender identity Identity and body image

Some areas of learning may cross over into different terms due to term lengths and the length of some topics, but this is a rough guide.

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>



### Appendix 3: Parent form: withdrawal from sex education within RSE at Northowram Primary School

If you have any concerns in regards to RSE taught at Northowram Primary School, in the first instance, please speak to your child's class teacher, the RSE Co-ordinator (Amy Dennison, email; [amy.dennison@northowram.calderdale.sch.uk](mailto:amy.dennison@northowram.calderdale.sch.uk)) or the Head Teacher, Mrs Jane Scardifield. We are happy to show you any resources and lesson plans and discuss any concerns that you may have. If you would then like to still withdraw your child, please complete the form below and return it to school.

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	