



WREN'S NEST PRIMARY SCHOOL

School Key Policy 2021-2022

Relationship and Sex Education (RSE) Policy

September 2021

Document to be read in conjunction with ***other key school policies (listed within document)***



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"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly including online. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

Secretary of State, 2019

Government response to RSE



Department
for Education

1. Aims

At Wren's Nest Primary School, we have a commitment to ensure that our RSE curriculum is relevant to all children and is taught in a way that is age-related and appropriate. This is evident in the whole school ethos regarding developing children holistically for the next stages of their lives. We want each child to develop self-respect and to respect the opinions, feelings and possessions of others. We want children to develop respect and tolerance for others within the community that they live and the wider world.

To embrace the challenges of creating a happy and successful adult life, children at Wren's Nest Primary school need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Children can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.

At Wren's Nest Primary School we also promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

The aims of relationships and sex education (RSE) at Wren's Nest are to:

- Provide a safe environment where sensitive discussions can take place
- Prepare pupils for puberty, and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

RSE will be taught alongside Personal, Social, Health and Education (PSHE). At Wren's Nest Primary School we see PSHE as being at the centre of all that we do. Through our curriculum, our school environment and our school ethos, we promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.

As well as PSHE, online safety is paramount at Wren's Nest Primary School. This is taught through weekly computing lessons and also whole school assemblies. We develop our children's understanding about how to stay safe and how to behave online. We also teach them what to do if they do not feel safe online. This is reinforced during Internet Safety Week each year, as well as through the pastoral ethos of the school including the specific work of the Learning Mentor and Safeguarding Team.

2. Statutory requirements

As a maintained primary school Wren's Nest Primary School must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum (see Section 5 - Curriculum).

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Wren's Nest Primary School we teach RSE as set out in this policy.

3. Policy development

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

1. Review - a member of staff pulled together all relevant information including relevant national guidance.
2. Staff consultation - all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation - parents and any interested parties were informed about the policy and invited to meet with the Headteacher to discuss its development.
4. Pupil consultation - we investigated what children want from their RSE learning at Wren's Nest - a tailored, needs-led approach.
5. Ratification - once amendments were made, the policy was shared with the Full Governing Body and ratified.

4. Definition

RSE is about the emotional, social and cultural development of children, and involves learning about relationships, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information, and exploring issues and values.

At Wren's Nest Primary School, RSE involves learning about relationships including:

- family relationships,
- friendships and online relationships,
- preparing children in Year 5 and 6 for the changes that adolescence brings.

5. Curriculum

Wren's Nest Primary School curriculum is set out as per Appendix 1 but we will reflect upon our teaching and learning and adapt it when necessary.

At Wren's Nest we have developed and tailored this element of the RSE curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of children. If children ask questions outside the scope of this policy, teachers will respond in an age appropriate manner so they are fully informed and don't seek answers online. They will be supported by the pastoral team, Learning Mentor and Safeguarding Team and SLT where necessary.

As part of our health education, Year 5 and 6 will focus on preparing boys and girls for the changes that adolescence brings, with a focus on puberty.

From the National Curriculum for Science, pupils in **Key Stage 1** should be taught to:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- notice that animals, including humans, have offspring which grow into adults

From the National Curriculum for Science, pupils in **Key Stage 2** should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age

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

6. Delivery of RSE

At Wren's Nest Primary School, RSE is taught within the Personal, Social and Health education (PSHE) curriculum. At the start of each session a group agreement is shared:



We all have the right to feel safe all the time

Kind hands are good for us all

We can talk to someone about anything

Even if it be awful or small.

Dot.Com PSHE agreement (see PSHE policy)

RSE may also be included into other lessons at Wren's Nest. Biological aspects of RSE are taught within the science curriculum (see Section 5 - Curriculum), and other aspects are included in Religious Education (RE) and Computing (Online safety). It is also interwoven into whole school assemblies throughout the year.

Staff at Wren's Nest Primary School understand that children will have different stages of experience and knowledge. They will make the classroom a safe environment where children are not judged and positive participation is encouraged.

Open discussions can lead to an increase in teachers recognising safeguarding concerns. At Wren's Nest Primary School, safeguarding is everyone's responsibility. If staff feel they need to report a safeguarding concern, they should follow the procedures as set out in the Wren's Nest Primary School Child Protection and Safeguarding Policy.

At Wren's Nest, our primary focus is **Relationships education**. This is because of the knowledge held by the school which highlights the relationships children have direct experience with can be extremely fragile, and most children will have experienced an Adverse Childhood Experience (ACEs) during their early life. We focus 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

For more information about these key sections of our RSE curriculum, see Appendices 1 and 2.

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).

For children who have Special Educational Needs or Disabilities (SEND) lessons will be differentiated at Wren's Nest to accommodate their needs.

7. Roles and responsibilities

7.1 The Full Governing Body (FGB)

The FGB will approve the RSE policy, and hold the Head Teacher to account for its implementation.

The FGB will hold the Head Teacher to account for the implementation of this policy.

The FGB has delegated the approval of this policy to the Personnel and Curriculum and Standards committee.

7.2 The Head Teacher

The Head Teacher 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).

7.3 Staff

Staff at Wren's Nest are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- 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

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 Head Teacher.

Those responsible for leading RSE at Wren's Nest Primary School are:

- Emily Vivash - Deputy Headteacher, Teacher responsible for RSE

Supported by:

- Rosemary Gallis - PSHE Lead, curriculum responsibility for PSHE
- Matthew Allport - Computing Lead, curriculum responsibility (online safety included)

Those responsible for teaching RSE at Wren's Nest Primary School are:

- All teachers with a class responsibility
- HLTAs who teach/cover classes
- SLT including the Headteacher and Deputy Headteacher through assemblies, videos and newsletters

7.4 Children

Children at Wren's Nest are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Teachers will monitor this during discussions and address any issues that may arise sensitively.

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 components of sex education within RSE. At Wren's Nest Primary School, in Year 5 and 6 we will prepare children for puberty, and give them a simple understanding of appropriate, age-related body development. We will also explain the importance of health and hygiene. This is also supported by focused work carried out by the Learning Mentor and Safeguarding Team. This can be at the request of parents or if school feels a child needs additional support. The parent/carer will be fully involved in the process.

Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the Headteacher. The Headteacher will discuss this request with the parent/carer.

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

9. Training

Staff at Wren's Nest are trained on the delivery of RSE as part of INSET days as well as it being included in our continuing professional development calendar. The Deputy Head Teacher received training from 'Brook'. This will be cascaded down to the staff through whole school training.

The Head Teacher will also invite visitors from outside the school, such as school nurses or other health professionals, to provide support and training to staff teaching RSE.

At Wren's Nest, the school community nursing team (Linda Lowe) and drama company (Loudmouth) support the staff in the delivery of this curriculum.

10. Monitoring arrangements

The delivery of RSE is monitored by the Deputy Head Teacher through:

- Staff meetings
- Feedback from staff
- 'Drop-in' sessions into lessons
- Feedback from children, staff and parents
- Annotated lesson notes/planning

Children's development in RSE is monitored by class teachers as part of our internal assessment systems including behaviour reviews, Learning Mentor meetings, progress reviews and in EYFS using Development Matters.

This policy will be reviewed by the Deputy Headteacher, annually. At every review, the policy will be approved by the FGB, Chair of Governors and Head Teacher.

11. Additional documents

Other documents to be read alongside this policy:

- Wren's Nest Child Protection and Safeguarding Policy
- Wren's Nest Anti-Bullying Policy
- Wren's Nest PSHE Policy
- Dot.Com Values and Violence Programme - PSHE
- Relationships Education Guidance

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

- Teaching online safety in school. Guidance supporting schools to teach their pupils how to stay safe online, within new and existing school subjects - June 2019

This policy will be regularly reported to the Curriculum and Standards committee by the Deputy Headteacher.

Date: September 2021

Review date: September 2022

Appendix 1: Wren's Nest Primary School Curriculum map



Relationships and sex education curriculum map

| Strand/Year Group | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| <p>Families and people who care for me:</p> <p>Pupils should know:</p> <p>a) that families are important for children growing up because they can give love, security and stability.</p> <p>b) the characteristics of healthy family life, commitment to each other, including in times of difficulty,</p> | <p>a) Everyday Key Worker time. Celebrations e.g. Father's Day, Mother's Day, Birthdays. WOW moments.</p> <p>b) Key Worker groups (Smaller than a class). Sharing achievements. Learning Journey's. Open Door policy - daily conversations. Parents' meetings.</p> <p>c) Topic times - all about me, similarities/</p> | <p>a) Dot.Com - People/family who I love lesson. Houses and Homes - People who care for me. Mother's Day and Father's Day.</p> <p>b) Water safety, sun safety, road safety.</p> <p>c) Dot.com - People/family who I love lesson.</p> | <p>a) Science - animals including humans. Discuss wants and needs. Life cycle lesson ad how living things change as they grow. PSHE - belonging. Who helps us, my family. RE - sense of belonging when studying Islam.</p> | <p>a) Feeling safe lesson - Dot.Com. In an emergency, who can we call - Dot.com lesson.</p> <p>b) Secrets and surprises - Dot.com lesson.</p> <p>c) Dot.com lessons: Living together, being different, Families and friends. R.E. lessons and Inspire days that cover special occasions e.g.</p> | <p>a) WWII Evacuation - leaving family and being in the care of people they don't know. Unit 1 Lit and Lang: "Lost or stolen". Dot.Com PSHE lesson 18 "What is Love?"</p> <p>b) Dot.Com PSHE lesson 18 "What is Love?" Unit 1 Lit and Lang: "Lost or stolen".</p> | <p>a) "Family Values" - draw/write family values which are positive. ERIC - Class readers e.g. Wonder and Caterpillar Summer - discussions on family values and growing up. Lit and Lang unit 6 - discuss family life and working through disagreements in a</p> | <p>a) Wedding Lesson - is anything eternal? Feelings when family members die.</p> <p>b) Science - Evolution Characteristics and family inheritance. PSHE lesson "Values that help us live together".</p> <p>c) C</p> <p>d) Wedding Lesson - is anything eternal? Feelings when family</p> |

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| <p>protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p> <p>c) 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</p> | <p>differences. Celebrations - e.g. Diwali. Enhanced provisions. Exposure to conversations about varied family experiences. Weekend News.</p> <p>d) Key Worker time. Stories - showing the different families. All About Me.</p> <p>e) Assemblies. Royal weddings celebrated.</p> <p>f) General day-to-day teaching - rules and routines of the setting. Intervention groups.</p> | <p>During Transition work. Mother's Day and Father's Day.</p> <p>d) Dot.Com lesson - I feel loved when...</p> <p>Stories linked to Dot.Com lessons to enhance children's learning.</p> | <p>b) Geography, seaside safety, RNLI and Sun Safety PSHE - belonging. Who helps us, my family.</p> <p>c) Circle time - community and whole class discussions. RE - when leaning about traditions, celebrations, discussing other religions e.g. Judaism, Islam and British Values.</p> <p>d)</p> <p>e)</p> | <p>Mother's Day, Father's Day, Christmas, Easter, Diwali, Ramadan. Assemblies that cover celebrations and special occasions.</p> <p>d) Dot.com lessons - Why do people hide their feelings? Being different. Dot's network, her helping hand (PSHE values and principles).</p> <p>e) Dot.com PSHE lesson - Living together. R.E. - other cultures,</p> | <p>c) Unit 1 Lit and Lang: "Lost or stolen". Dot.Com PSHE lesson 3 "Understanding other people's spiritual, moral and cultural experiences . Lesson 21 "Living Together"</p> <p>d) Unit 1 Lit and Lang: "Lost or stolen".</p> <p>e) R.E. Judaism and Commitment to God.</p> <p>f) Unit 1 Lit and Lang: "Lost or stolen".</p> | <p>safe environment .</p> <p>b) Dot.Com Family Values "Draw and write how a family might behave with no positive values. Lit and Lang unit 6 - discuss family life and working through disagreements in a safe environment .</p> <p>c) Cracking Comprehension - Oranges in no man's land and others - Discuss</p> | <p>members die. PSHE lesson "Values that help us live together".</p> <p>e) Wedding Lesson - is anything eternal? Feelings when family members die.</p> <p>f) PSHE lesson "Values that help us live together".</p> <p>a-f covered by Monday/Friday assemblies. Also discussed during reflection times during the day (ERIC time, end of the day); discussed during shared texts when relevant.</p> |
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| <p>also characterised by love and care.</p> <p>d) 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.</p> <p>e) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> | | | <p>f) PSHE - Circle time and the classroom ethos. RE - sense of belonging.</p> | <p>arranged marriages.</p> <p>f) Dot.Com PSHE lessons - feelings, why do we have feelings all the time? How do we show our feelings?</p> <p>a-f also covered by Learning Mentor Team, Class Mentors and teaching staff, including support staff.</p> | | <p>families in different parts of the world/ time periods.</p> <p>d) Dot.Com "Rights for every child" - My rights/My responsibilities - right to be safe.</p> <p>e) R.E. Sikhism - Discuss arranged marriage, comparing marriage/ commitments across cultures.</p> <p>f) (Pre-Covid) Loudmouth Theatre Company - workshop on safe relationships and numbers</p> | <p>Learning Mentor work with individuals - directed work when issues arise.</p> |
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| f) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. | | | | | | for Childline etc. shared. Dot.Com - Staying safe. Learning Mentor Team. | |
| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Caring friendships Pupils should know: a) how important friendships are in making us feel happy and secure, and how people choose and make friends. b) the characteristics | a) During Key Worker time and Special Learning Time - god modelling of what makes a good friend, how to make friendships and partner work. Stories about friends. b) Key worker time - Morning Jobs, Weekend News. Lola | a) Dot.com lesson - who are my friends b) Dot.com lesson - who are my friends Friends linked to Easter story. c) Dot.com lesson - who are my friends d) Dot.Com lesson - I | a) PSHE friendships , Transition activities. Get Writing - comprehension of some characters. Creative Writing - character profiles. b) Circle time in class. | a) Dot.Com lesson - when I am with my friends... b) Dot.Com lessons: Family and friends, How do you feel today? Secrets and surprises. c) Dot.Com lessons: families and friends, my 'Uh Oh' signs. | a) Dot.Com PSHE lesson 15 "Me and my friends". b) Dot.Com PSHE lesson 15 "Me and my friends". c) Dot.Com PSHE lesson 15 "Me and my friends". d) LM/CM interventions and discussions at lunch times. | a) Dot.Com "Value of Friendship" - write about what they value in a friend. Friendship groups with LMs and SEN staff. b) Class Reading books - discuss the negative side of friendship. | a-e covered by: LM individual sessions with children, friendship groups, Y5/6 girls groups, conflict resolution throughout the day. a-e covered by Robin Hood Literacy Unit of work: friendships, loyalty, respect. |

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| <p>cs of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>c) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>d) that most friendships have ups and</p> | <p>listening games to take turns to listen. Behaviour pathway - red spot. Praise for honesty and truth telling. Stop and talk through choices during play both structured and non-structured times.</p> <p>c) Stickers and rewards, 'well done' moments to show when children are being a 'good friend'. Prompt children to include all.</p> <p>d) Key Worker time - conversations with children during KW time. Address</p> | <p>feel loved when...</p> <p>e) Dot.com - Feelings lesson. 'Uh oh' Feelings introduced .</p> <p>Stories linked to Dot.Com lessons to enhance children's learning.</p> | <p>RE - sense of belonging. British Values.</p> <p>c) Classroom ethos.</p> <p>d) Classroom ethos.</p> | <p>d) Dot.Com lessons: Living together, My 'Uh Oh' signs, Feeling angry, Letting anger out.</p> <p>e) Dot.Com lessons: Feelings, How do we show our feelings?, We have different feelings at different times, Who can we tell?, In an emergency, who can we tell?, Dot's network and her helping hand, Social Media.</p> <p>a-e also covered by: Learning Mentors, Class Mentors and</p> | <p>Behaviour pathway in school.</p> <p>e) Dot.Com PSHE lesson 15 "Me and my friends". Lesson 17 "Extremes".</p> <p>a-e all covered by LM friendship groups.</p> | <p>Unit 5 Lit and Lang - How respect is earned in friendships and how sharing experiences supports others.</p> <p>c) Friendship groups with LMs and SEN staff. Class Reading books - discuss the negative side of friendship. Unit 2 Lit and Lang - Discussing Peer pressure and negative friendships / being used.</p> | <p>a-e covered by R.E. unit of work on Christmas celebrations, traditions, generosity, experiences.</p> <p>b-c Trip to the Wrekin: Team work, building confidence and self-belief.</p> <p>b-c PSHE lesson: "The Value of Teamwork".</p> <p>b-c Sports Day and inter-school/ intra-school competitions.</p> |
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| <p>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.</p> <p>e) 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</p> | <p>issues at the time. Story time with appropriate stories. Consistent approach to negative behaviour - thinking spot. Reward positive behaviour and children who work through difficulties. VIPs in Reception from LM team.</p> <p>e) Conversations addressing issues as they arise. Encourage strategies to manage conflict and ask the teachers to help rather than acting.</p> | | | <p>Teaching staff as and when required.</p> | | <p>d) LMs Conflict resolution. Dot.Com "Value of Friendship" - write about what they value in a friend.</p> <p>e) Class Reading books - discuss the negative side of friendship. Unit 2 Lit and Lang - Discussing Peer pressure and negative friendships / being used. Dot.Com PSHE "Positive Values of friendship"</p> | |
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| seek help or advice from others, if needed | | | | | | groups", "Negative Values" - Gangs led by someone with poor values, negative behaviours. How friends can make you feel safe/unsafe | |
| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Respectful Relationships Pupils should know a) the importance of respecting others, even when they are very different from them (for example, physically, in character, | a) Topic time - family celebrations, All About Me topic. Key Worker time Rules and Routines in the setting. b) Rules and routines within the setting. Key worker time. Intervention | a) Curriculum slides - standardised at the start of each lesson. Creates culture in the classroom of respect. b) c) Who are my | a) RE - through teaching all religions. Traditions and celebrations are also taught. Chocolate topic - comparison between Cadbury workers and | a) Dot.Com lessons: When I am with my friends we like too..., Being different, Feelings, Valuing Money. P.E. lessons. | a) Dot.com PSHE lesson 3 "How are we similar?" Dot.Com lesson "Gratitude - What does it mean?" b) Dot.com PSHE lesson 3 "How are we similar?" Dot.Com lesson "Gratitude - | a) R.E. - Learning about other beliefs/ ways of life and discussing the importance of respecting choice. Lit and Lang Unit 4 - "This is not a Fairytale" | a-h Learning Mentor conversations and discussions when issues arise incidentally. Individual/ group sessions for direct work around this topic. c) Courtesy and manners are |

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| <p>personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>b) practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>c) the conventions of courtesy and manners.</p> <p>d) the importance of self-respect and how this links to their own happiness.</p> | <p>PSED groups. Listening rules - Lola the Listening Leopard game. Calming time. Playground duty - conflict resolution.</p> <p>c) Dinner hall - sharing lunches together and being served by staff. Snack time/Milk time. Key Worker time.</p> <p>d) Key worker time. Teacher modelling. Feelings group interventions. Yoga and mindfulness sessions.</p> <p>e) Key Worker and teacher modelling.</p> | <p>friends? - dot.com lesson. Feelings - dot.com lesson.</p> <p>d) Dot.Com lessons: I am special because..., Some things I like about myself, Things I can do for myself, I felt proud of myself when...</p> <p>e) Class rules/expectations, assemblies. Transition - sets out rules and</p> | <p>Ghanaian workers. Seaside - Victorian seaside, holidays past and present.</p> <p>b) Classroom ethos - TTYP, share crayons, Manners.</p> <p>c) Classroom ethos - TTYP, share crayons, Manners.</p> <p>d) PSHE - things that I am good at, like about myself and feel proud of.</p> <p>e) Ethos - treat others how you would</p> | <p>b) LM friendship groups. End of break check-ins.</p> <p>c) Dot.Com lesson: Feelings. Incidentals throughout the day.</p> <p>d) PSHE Dot.Com lessons: How do we show our feelings, I am special.</p> <p>e) Dot.Com PSHE: Being different, Keep my home and body clean and</p> | <p>What does it mean?"</p> <p>c) Dot.com PSHE lesson 3 "How are we similar?" Dot.Com lesson "Gratitude - What does it mean?"</p> <p>d) Dot.Com lesson 10 "Respecting and Valuing yourself"</p> <p>e) Dot.Com lesson 10 "Respecting and Valuing yourself"</p> <p>f) Anti-bullying week assembly/work in classes. CM discussions and friendship groups. Internet</p> | <p>- shows respect to characters when others usually wouldn't.</p> <p>b) Learning Mentors/boys and girls group and friendship groups.</p> <p>c) F</p> <p>d) F</p> <p>e) Dot.Com - Nanny Dot.Com's values are to treat others as you'd expect to be treated. Lit and Lang Unit 4 - "This is not a Fairytale" - Shows respect to characters when</p> | <p>covered all day, everyday. Constant reinforcement of manners.</p> <p>f) Computing - Cyberbullying lesson. Activity using a storyboard. PSHE Dot.Com unit on bullying and hate crime.</p> <p>g) German lessons - learning about people from other cultures. R.E. unit on Islam - stereotypes.</p> |
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| <p>e) 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.</p> <p>f) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and</p> | <p>Specific sessions for festivals and families.</p> <p>f) Rules and routines within the setting - assemblies and Key worker time.</p> <p>g) Assemblies, key worker time and story time.</p> <p>h) Key worker time. Intervention??</p> <p>Play times and Special Learning Time.</p> | <p>expectations.</p> <p>f) Assemblies - one off lesson on online bullying.</p> | <p>like to be treated.</p> <p>f) Bullying assembly - followed by classroom discussion.</p> <p>g) Class reading book - The boy in the Dress, Charlie and the Chocolate Factory.</p> <p>h) Teaching the importance of sharing in the classroom.</p> | <p>safe, Feelings.</p> <p>f) Dot.Com PSHE: Who can we tell?, In an emergency who can I tell?, Dot's Network and her helping hand, What could we do?, Feeling angry/letting out anger. Anti-bullying week/anti-racism assembly. ICT online safety.</p> <p>g) Anti-bullying</p> | <p>safety week.</p> <p>g) Dot.Com lesson 10 "Respecting and Valuing yourself"</p> <p>h) Dot.Com Lesson 17 "Extremes".</p> | <p>others usually wouldn't.</p> <p>f) Dot.Com Points of view: effects and consequences for bullies, effects and consequences of being bullied and effects and consequences for a bystander.</p> <p>g) Lit and Lang Unit 4 - "This is not a Fairytale" - story goes against stereotypes.</p> <p>h) Lit and Lang Unit 4 - "This is not a Fairytale" -seeks permission</p> | |
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| <p>how to get help.</p> <p>g) what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>h) the importance of permission-seeking and giving in relationships with friends, peers and adults</p> | | | | <p>week/racism assemblies.</p> <p>a-h covered by Learning Mentor and Class Mentor support. Also teacher and TA support throughout the year.</p> | | <p>from the princess to take her away and by kissing the witch.</p> | |
| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <p>Online relationships</p> <p>Pupils should know:</p> <p>a) that people sometimes behave differently online, including by</p> | <p>a-e covered in assemblies.</p> <p>Internet Safety day.</p> <p>Newsletters</p> <p>Educating parents on phone/tablet time. Encouraging the use of parental controls,</p> | <p>a) Computing lessons. Assembly. Purple Mash resources.</p> <p>b) One off lesson during Online</p> | <p>a-e covered in Computing. Safer Internet Day.</p> <p>Also through Dot.Com - Dot is an advocate for online safety.</p> | <p>a) Dot.Com PSHE lesson: why do others hide their feelings? ICT - sending an email lesson.</p> <p>b) Dot.Com PSHE lessons: the</p> | <p>a) Dot.Com Lesson 16 "Social Media".</p> <p>b) Dot.Com Lesson 16 "Social Media".</p> <p>c) Dot.Com Lesson 16</p> | <p>a) Loud mouth theatre company - questions about people not always being truthful online. E-Safety</p> | <p>a-f covered by online safety assembly and E-Safety week.</p> <p>a-d ICT lesson: know about the consequences of promoting inappropriate</p> |

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| <p>pretending to be someone they are not.</p> <p>b) 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.</p> <p>c) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> | <p>the dangers of YouTube and how to keep children safe online.</p> | <p>Safety week.</p> <p>c) Purple Mash lessons taught through Computing lessons.</p> <p>d)</p> <p>e)</p> <p>CEOP online story "Captain Chaos" used to teach the dangers of being online.</p> | | <p>difference we see in others, letting out anger, secrets and surprises.</p> <p>c) Dot.Com PSHE lessons: My social Media, safety rules, feelings lesson, how do we show our feelings?, 'Uh Oh' feelings, Who can we tell?, In an emergency who can we tell?, Dot's Network, her helping hand. ICT - sending an email lesson.</p> <p>d)</p> <p>e) ICT - sending an email lesson.</p> | <p>"Social Media".</p> <p>a-e covered by Internet Safety week activities exploring safety and why we need to be conscious of keeping us safe.</p> | <p>week assembly and follow up.</p> <p>b) Learning Mentors - discuss issues with gaming/ social media from outside school.</p> <p>c) E-safety week assembly and follow up.</p> | <p>content online and how to put a stop to such behaviour.</p> <p>Storyboards of how to deal with different examples of these situations.</p> <p>E - example game and research about the risks of sharing information and data online.</p> <p>Lesson on how to protect their digital footprint. Children produce a SMART poster in ICT.</p> <p>Children are taught to understand the impact upon themselves and</p> |
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| <p>d) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>e) how information and data is shared and used online.</p> | | | | <p>a-e covered in weekly ICT lessons and through whole school E-Safety week.</p> | | | <p>others of sharing information and data online - they produce PowerPoint slides/ presentation demonstrating their knowledge and understanding.</p> |
| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <p>Being Safe</p> <p>Pupils should know:</p> <p>a) what sorts of boundaries are appropriate in friendships</p> | <p>a) Key Worker time - discuss toilet safety and appropriateness within the setting. Reiterate that children can tell you when upset.</p> | <p>a) Class rules and expectations within the classroom. Lesson about safe spaces and drawing a</p> | <p>a) Circle time, classroom ethos. b) Computing - safer internet day c) Classroom rules, getting changed</p> | <p>a) Dot.Com lesson: When I am with my friends I like to... b) Dot.Com lesson: Secrets and Surprises. c) Playground rules - lunch</p> | <p>a) Dot.Com PSHE Lesson 7 "Warning Signs". b) Dot.Com PSHE Lesson 7 "Warning Signs". Dot.Com</p> | <p>a) Dot.Com - "Negative behaviours of friends" - what your inner voice tells you, what will happen if you ignore it when</p> | <p>a) ICT lesson - how to protect their digital footprint.</p> <p>A, c, f, h: School Nurse - puberty talks: changes in adolescence</p> |

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| <p>with peers and others (including in a digital context).</p> <p>b) 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.</p> <p>c) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe</p> | <p>Rules in class to ensure all know what is acceptable.</p> <p>b) Toilet/changing practice. Vocabulary chat - surprise/secret - talk about how they feel about a secret.</p> <p>c) Roleplay area - modelling appropriate contact. Changing for PE = private. Feelings - wrong/right - discussions to talk if it feels wrong. Displays using feelings/emotions.</p> <p>d) Stranger danger - be polite but keep safe chats. Stories and</p> | <p>safe space.</p> <p>b) Dot.Com poem about being safe.</p> <p>c)</p> <p>d) Dot's helping hand - five people who make me feel safe.</p> <p>e) Feelings - how do we show out feelings? Dot.com lesson.</p> <p>f)</p> <p>g) Dot.com poem about being safe. Dot's helping hand.</p> <p>h) Dot.com poem about</p> | <p>for PE, discussing personal space, clothing belonging to one person.</p> <p>d) Computing - safer internet day</p> <p>e) Seaside safety (Summer term). a-g covered in Dot.Com - 'Uh Oh' feelings, not keeping secrets and feeling safe to talk to a known adult.</p> | <p>and play times.</p> <p>d) ICT lessons/E-Safety week.</p> <p>e) Dot.Com lessons: Feelings and how we show them, My 'Uh Oh' signs, What could someone do even if...</p> <p>f) Dot.Com lessons: Who can we tell? Dot's Network/Helping Hand.</p> <p>g) Dot.Com lessons: Who can we tell? Dot's Network/Helping Hand.</p> <p>h) Dot.Com lessons: Who can we tell? Dot's Network/Helping Hand.</p> | <p>lesson 8 "Feeling worried". We all have the right to be safe.</p> <p>c) Dot.Com PSHE Lesson 7 "Warning Signs". Dot.Com lesson 8 "Feeling worried". We all have the right to be safe.</p> <p>d) H</p> <p>e) Dot.Com PSHE Lesson 7 "Warning Signs". Dot.Com lesson 8 "Feeling worried". We all have the right to be safe. Dot.Com</p> | <p>things don't feel right.</p> <p>b) Lit and Lang Unit 1 - Discussing appropriate / inappropriate punishment s. Keeping secrets not always right re: being safe.</p> <p>c) Lit and Lang Unit 1 - Discussing appropriate / inappropriate punishment s. Keeping secrets not always right re: being safe.</p> <p>d-h:Loudmouth theatre company - lots of discussion /</p> | <p>developing feelings towards each other and how to manage them.</p> <p>a-h all covered by: PSHE lesson "The Value of Life"</p> <p>Learning Mentors: Girls group, individual group discussions through directed work or when issues arise.</p> <p>E - science - healthy bodies, drugs and feeling unsafe.</p> |
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| <p>physical, and other, contact.</p> <p>d) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>e) how to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>f) how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> | <p>books to support.</p> <p>e) Morning Jobs - how do you feel? Ask if you feel sad - let us know!</p> <p>f) Same as e)</p> <p>g) Same as e)</p> <p>h) Parent Hub/ Website/ office/ Assemblies.</p> | <p>being safe.</p> <p>Dot's helping hand.</p> <p>Keeping you safe.</p> <p>Stories linked to Dot.Com lessons to enhance children's learning.</p> | | <p>Other things covered by: walk to school week, Learning Mentor Team and Class Mentors, Teaching staff.</p> | <p>Lesson 26 People who can help us.</p> <p>f) Dot.Com lesson 8 "Feeling worried". We all have the right to be safe. Dot.Com Lesson 26 People who can help us.</p> <p>g) Dot.Com Lesson 26 People who can help us. Lesson 13 "My Community".</p> <p>h) Dot.Com Lesson 26 People who can help us.</p> | <p>Q&A session about how to report anything concerned.</p> | |
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| <p>g) how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>h) where to get advice e.g. family, school and/or other sources.</p> | | | | | | | |
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Note: Read Appendix 2 to see the outcomes for all children by the end of Year 6.




Appendix 2: Curriculum expectations children should know by the end of KS2.

| TOPIC | PUPILS SHOULD KNOW |
|---------------------------------------|--|
| Families and people who care about me | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• 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 | PUPILS SHOULD KNOW |
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| Respectful relationships | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 |

| TOPIC | PUPILS SHOULD KNOW |
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| Being safe | <ul style="list-style-type: none"> • 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: Brook Guidance for the strands of the RSE curriculum.

| Families and People who care for me | Caring Friendships | Respectful relationships | Online Relationships | Being safe |
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| Families are important for children – they give love and security | Importance of friendships , how people choose and make friends | Understand and respect difference | People can behave differently and pretend to be someone they're not | Boundaries, concept of privacy respond to adults they don't know |
| Characteristics of family life | Characteristics of friendships, healthy friendships are positive towards others | Practical steps to improve and support respectful relationships | Same principles online and in real life critical consideration of online friendships | Awareness of body safety appropriate physical contact |
| Understanding f and respect for different types of families, including marriage | Friendships have ups and downs – these can be worked through, violence is never right | Courtesy and manners Importance of self respect and of respect for others | Rules for keeping safe online, how to recognise risk and harmful content & how to get help | How to report concerns and get help for self and others |
| How to recognise if family life makes them feel unhappy or unsafe and how to get help | How to recognise who to trust and not when friendship makes them unhappy – how to manage that and get support | Bullying, types and how to get help Stereotypes Permission seeking and giving | Risks of being in contact with people they have never met, how information and data is shared |  |

Appendix 4: Parent form: withdrawal from sex education within RSE



| TO BE COMPLETED BY PARENTS | | | |
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| 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 | |
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| Agreed actions from discussion with parents | |
| School Signature | |