

The Hill Primary Academy



Relationship, Sex and Health education

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“Effective Relationships and Sex Education (RSE) in primary schools can help children build happier, healthier relationships now and in their adult lives... (National Children’s Bureau, 2006)

Policy creation

In the formation of this policy, there has been consultation with all stakeholders: parents, students, teaching staff and pastoral staff. Data has also been gathered from Barnsley’s Local Health Profile and Public Health England reports.

1. Aims

Through our Relationships, Sex and Health Education (RSHE) programme, 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 Relationship and Sex Education (RSE) to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens.

The scheme for RSHE is delivered as follows:

- By the class teachers through discrete classroom lessons using the 1Decision resources
- Through whole school assemblies
- Through Philosophy for children sessions
- By inviting suitable visitors into the classroom such as local nurses
- Within the Science curriculum

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.

Here at The Hill, RSE contributes to the overarching aim of the curriculum which is...

‘empowering children in a life full of choices.’

Further aims of Relationships, Sex and Health Education (RSHE) at The Hill 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
- 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

2. Statutory requirements

Under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life

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 (including puberty) and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as the emotional aspects of 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)

3. 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. By the end of primary school, pupils will have been taught content on:

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

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. By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

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. By the end of primary school, pupils will have been taught content on:

- how a baby is conceived
- how a baby is born

RSE is not about the promotion of sexual activity.

4. Curriculum

Statutory RSE Curriculum Content

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

The school uses 1decision resources to support the teaching of RSHE, it provides 17 modules, which are recommended for students in years 1-6. The core of the programme is a series of documentaries and videos with alternative endings, which enable children to explore various topics in a safe, educational environment.

We have carefully assessed and adapted content where appropriate to ensure that the curriculum we deliver considers the age, needs and feelings of pupils.

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

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
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
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

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

TOPIC	PUPILS SHOULD KNOW
Mental wellbeing	<p>that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <ul style="list-style-type: none"> • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

TOPIC	PUPILS SHOULD KNOW
Internet safety and harms	<ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical health and fitness	<ul style="list-style-type: none"> • 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.
Healthy eating	<ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

TOPIC	PUPILS SHOULD KNOW
Health and prevention	<ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

4.2 [Statutory Science Curriculum Content](#)

Early Years Foundation Stage children learn about life cycles of plants and animals through watching real life examples. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others. They also use books as a stimulus to discuss differences between themselves and others and in themselves as they grow

Science objectives	
Year 1	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
Year 2	Notice that animals, including humans, have offspring which grow into adults

	Extra guidance: They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth and not to understand how reproduction occurs.
Year 5	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.
	Extra guidance: <ul style="list-style-type: none"> • Pupils should find out about sexual reproduction in animals • They should learn about the changes experienced in puberty.

Non-Statutory Sex Education

As mentioned above, 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. These objectives are taught in Year 6 and build on previous RSHE and Science learning.

Year 6

- Identify the structure and function of human male and female reproductive organs how the process of puberty relates to human reproduction (e.g. how periods lead to the release of an egg from the ovary).
- Understand that conception usually occurs when the egg is fertilized through sexual intercourse.
- Understand the biological aspects of human sexual intercourse and how humans are conceived.
- Understand that sexual intercourse does not always lead to conception with a basic understanding of contraception such as condoms and the contraceptive pill (including other reasons why contraceptive might be used e.g to ease period symptoms in older teenagers due to hormones).

- Understand how babies are born and how health choices made by the mother can affect baby's health.

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 (Appendix 2).

The resources we use when teaching the non-statutory sex education units are available for parents/carers to view on request to the RSHE Co-ordinator.

5. Delivery of RSE and RSHE

In EYFS, aspects of relationship and health education are taught as part of the personal, social and emotional development and understanding the world strand. Philosophy for Children is used in EYFS (and throughout school) to develop children's thinking skills and to enable them to ask questions about why things happen and begin to give explanations. Short stories from the 1 Decision resources are linked to aspects of PSED and are used to introduce and discuss key aspects of the curriculum.

We ensure full coverage of RSHE by using the 1 Decision resources. The 1decision programme is kitemarked by the PSHE association and gives full coverage of the new statutory requirements. Every area of the new framework has been explored and referenced against progression documents.

Our Relationships and Sex Education programme is part of the 1 Decision resources and the school science curriculum. It is delivered in an age appropriate and sensitive manner by class teachers. Teaching is normally taught in mixed gender groups with some single sex question and answer sessions when appropriate.

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.

- ✓ Only correct terminology will be used (pupils can use the slang word once but once the correct terminology is established that term is used from then onwards).
- ✓ No one should ask a personal question of another pupil or adult.
- ✓ No one will be forced to participate in a discussion.
- ✓ It is OK to laugh if we are embarrassed but not at each other.
- ✓ Issues discussed in the classroom are not discussed in the playground.
- ✓ There is no such thing as a silly question.

Delivery methods will be adjusted should the need for remote learning continue or extend.

Dealing with sensitive issues and difficult questions

To help create a safe environment for pupils when teaching these topics, teachers will:

- share ground rules in each lesson particularly around not sharing personal information
- stop discussions if personal information is shared in lessons and following up with pupils later where needed
- not promise confidentiality if a pupil confides something concerning
- tell pupils they can ask for help and they will be taken seriously

Teaching in these subjects will allow appropriate opportunities for pupils to ask questions to check and test their understanding.

Sometimes, pupils may ask questions which go beyond what the teacher has planned and may stray into sensitive territory.

There is no single way to address all such question: teachers will answer in an honest and factual way or if the teachers believe that the subject matter is beyond the realm of primary school knowledge, the teacher will inform parents/carers to allow it to be addressed as parents wish.

Teachers should also remember to:

- Not feel pressured or that you have to answer straight away

- Not disclose personal information - use third-person examples, say 'some people...'
- seek advice if you need it

6. Roles and responsibilities

6.1 The governing body

The governing board will contribute to and approve the final RSE policy, and hold the Senior Leadership Team to account for its implementation.

6.2 The Principal

The Principal 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 Appendix 2).

6.3 Subject Leader and SLT are responsible for:

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

6.4 Teaching staff

All teaching staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive and inclusive 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
- Reply to, and answer, children's questions sensitively and openly.
- Ensure that balanced information is provided which will consider the different faiths' views and avoid any negative impressions.

6.5 Pupils

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

6.6 Parents

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- Will carry out our statutory duty to consult with parents and governors on the contents of this policy.
- Making the school's RSE policy available on the school website.
- Providing parents with an overview of each unit of RSE on the half termly 'Learning Leaflets'
- Answer any questions that parents may have about RSE; this includes providing opportunities for parents to view the resources that are used in lessons
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school.
- Provide support to help parents talk to children about RSE topics.
- Acknowledge parents have the right to withdraw their children from the non-statutory components of sex education within RSE. However, this rarely happens as, by working in partnership with parents, they recognise the importance of this aspect of their child's education
- Keep a register of any pupils who are removed from lessons and distributed to all teachers involved.

Please see below a useful document produced by the government, which provides answers to frequently asked questions: <https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>

7. Parents' right to withdraw

As previously stated the RSE curriculum consists of both statutory and non-statutory elements:

- Parents do have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.
- Parents do not have the right to withdraw their children from statutory relationships education, health education or the science curriculum.

Parents wanting to withdraw their children are requested to complete a Withdrawal from Sex Education Form (Appendix 2). Before the request is granted, parents will be invited to meet with the headteacher and RSE lead to discuss concerns and ensure the best possible solution is sought.

Alternative work will be given to pupils who are withdrawn from sex education and that child will go to another class for the duration of the lesson.

8. Confidentiality

Teachers conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as outlined in the Child Protection and Safeguarding Policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or exploitation. Disclosure of female genital mutilation must be reported to the police by the teacher.

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained.

9. 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.

It may be appropriate to adapt units of work supported by the use of the PSHE Association's SEND Planning Framework within or outside of normal RSHE lessons.

SEND learners may also be supported through several other techniques: revisiting earlier topics, spending longer on a topic, differentiated activities, picture exchange communication systems and image-based books.

10. Vocabulary

We will always use the correct names for body parts from EYFS to Year 6 in Science, RSE and in general day-to-day communication such as helping with toileting issues. This will begin with the vocabulary 'penis' and 'vagina' and develop through school as the children learn more about their own bodies. It helps children develop a healthy, more positive body image, instead of using nicknames that their genitals are something shameful or bad. It also gives children the correct language for understanding their bodies and asking questions about their development.

It's important to educate children that they own their body. They are in charge of it and their private parts belong to them. Body ownership ties in with children's rights, and children have a right to express how they feel and to have control over who touches them. In school, we use the NSPCC's Talk PANTS resources to support our teaching of this.

11. Equalities and Diversity

Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. Planning and resources are reviewed to ensure they comply with equalities legislation and the school's equal opportunities policy. All RSE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of the subject in school. In our school we seek to recognise and embrace the diverse nature of our community. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness. We do not use RSE as a means of promoting any form of sexual orientation.

We recognise that children grow up in a variety of home environments where there are a variety of relationships, parents and carers. 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).

12. Complaints Procedure

Any complaints or concerns about the Relationships and Sex Education programme should be made to the class teacher in the first instance. Parents can choose to follow the school's complaints procedure if they feel things are not resolved which can be found on the school website.

13. Monitoring Arrangements

The delivery of RSE is monitored by the Senior Leadership Team through, for example, book looks, planning scrutinies, learning walks, lesson observations and pupil voice.

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

14. The School Environment

The school will ensure that the whole school environment reflects the values of respect for themselves and others. It will:

- Ensure that resources and displays use positive images and celebrate difference and diversity.
- Ensure that communication between staff and pupils is welcomed and encouraged, and children know how to access members of staff.
- Provide provisions for pubertal girls, including sanitary ware and free sanitary towels.
- Ensure that discriminatory behavior (including sexist and homophobic) is always challenged in any context.

15. Equal Opportunities

The Hill Primary Academy is committed to equality of opportunity in all aspects of school life. In RSHE this will include:

- Examining and challenging gender stereotyping,
- Celebrating difference and diversity
- Ensuring a programme of Relationships Education that is relevant to all pupils

Appendix 1 – PHSE/RSE Long Term Overview

PSHE/RSE Long Term Plan

Rainbow drop animated stories/teachers to choose related dilemma cards to discuss

PSHE/RSE Long Term Plan- 23-24

Rainbow drop animated stories/teachers to choose related dilemma cards to discuss

	Autumn Term 15 weeks			Spring Term 10 weeks			Summer Term 14 weeks		
Year	Staying safe	Staying healthy	Feelings and emotions	Being responsible	Relationships	Computer safety	Our World	Hazard Watch	*Fire Safety/Fire aid
EYFS	Blue explores road safety Blue gets lost Yellow play fights Rainbow visits the seaside *Fire Officer/Police Officer visits	Green's green Orange brushes her teeth Purple is poorly Yellow learns about germs Red visits the dentist *School nurse visits Dentist visit	Green stays in hospital Green gets glasses Green is moving up a year Blue's best friend- jealousy Orange feels worried Purple's pet bird Purple watches the news Yellow goes on holiday Pink goes to school Pink misses mummy Pink has a new brother Pink feels sad Red goes swimming Rainbow feels angry	Blue's indoor voice Orange sleeps over Orange helps out Yellow's bedtime Red's nut allergy Rainbow helps at home	Greens daddy moves out Blue learns to share Orange moves house	Pink's screen time	Red's hearing aid Why does purple play differently? Rainbow's food journey Rainbow's day out	Purple the passenger	N/A

5-8	Autumn Term 14 weeks			Spring Term 12 weeks			Summer Term 13 weeks		
Year	Staying safe	Staying healthy	Feelings and emotions	Being responsible	Relationships	Computer safety	Our World	Hazard Watch	*Fire Safety 1 week coverage
Y1	Road Safety -practise using skills too	Washing hands -practise using skills too	Identifying different emotion and understanding the feeling of them.	Define what being responsible means with examples and practise.	Friendships	Being 'online'- what does this mean? On social media, game etc...	Growing in our world	Is it safe to eat or drink?	General fire safety (telling adult, calling 999, staying away from fire stop drop and roll)
	End of unit assessment	End of unit assessment	Jealousy	Water Spillage		Online bullying	End of unit assessment	End of unit assessment	Hoax calling (ensure children are clear on the moral and legal consequences of this)
	*Dog Safety visit		End of unit assessment	End of unit assessment	End of unit assessment				End of unit assessment
Y2	Revisit road safety from Year 1 (not using 1Decision resources)	Revisit washing hands from Year 1 (not using 1Decision resources)	Worry	Practise makes perfect	Revisit friendship from Year 1 (not using 1decision resources) Bullying	Revisit online bullying from Year 1 (not using 1 Decision resources)	Living in our world	Revisit is it okay to eat or drink from Year 1.	Petty arson (ensure children are clear on the moral and legal consequences of this)
	Tying shoelaces	Healthy eating Brushing teeth *could we get a school nurse/ dentist to visit and discuss importance	Anger	Helping someone in need	Body language	Image sharing Computer safety documentary	Working in our world	Is it safe to play with?	Texting whilst driving

	End of unit assessment	End of unit assessment	End of unit assessment	End of unit assessment	End of unit assessment	End of unit assessment	End of unit assessment	End of unit assessment	End of unit assessment
Y3	Revisit road safety from Year 2 (not using 1Decision resources)	Revisit brushing teeth from Year 2.	Revisit emotions covered previously. (jealousy, anger, worry)	Look at being responsible for our own actions- in the home. Community (litter, kind to others, helping others)	Touch (discussing appropriate and inappropriate touch)	Making friends online - this is likely to need a few lessons and lots of discussion. Link to image sharing from Year 2.	Looking after our world	Spotting hazards in the home/ school/ community and what to do if we see a hazard. This could be made practical- children looking for hazards in school/playground. Community).	Petty arson (not taught in Year last year) (ensure children are clear on the moral and legal consequences of this) Texting whilst driving (not taught in Year last year)
	Staying safe (not venturing off with people we don't know very well)	Medicine	Grief (animal, family member, friend)	Stealing (previous lesson on being responsible for our actions will support this). Ensure children know moral and legal consequences of this.	*NSPCC visit	End of unit assessment	*Do some hands on work in school/ community to help look after our world eg litter picking, bird feed out-opportunity to link up with BigLocal Thurnscoe to support us in doing this.	End of unit assessment	Enya and Deedee Visit the Fire Station
	Leaning out of windows unit (this is about different dangers inside and outside out homes)	End of unit assessment	End of unit assessment	End of unit assessment	Chance to teach about any relevant issues surrounding relationships (friendship/bullying /others feelings)		End of unit assessment		*Fire Officer Visit

	End of unit assessment *continue to encourage and support children to tie their own laces throughout year	*continue to reinforce healthy eating through discussions with children and hand washing			End of unit assessment				End of unit assessment
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8-11	Autumn Term 14 weeks			Spring Term 12 weeks			Summer Term 13 weeks		
Year	Staying safe	Staying healthy	Feelings and emotions	Being responsible	Growing and changing	Computer safety	The Working World	A World without judgement	Fire safety/ First Aid
Y4	Revisit road safety from Year 3 (not using 1Decision resources)	Revisit brushing teeth from Year 3 (not using 1Decision resources)	Chance to cover relevant emotions for class eg anger, jealousy, worry etc... Could include sessions on how to overcome/cope with this feeling.	Look at being responsible for our own actions- in the home. Community (litter, kind to others, helping others) Link to road safety, littering, vandalism, kind to others, respectful in shops, stealing- covered in Y3)	Appropriate touch (links to touch covered in Year 3)	Online bullying	Chores at home	Breaking down barriers	First aid
	Cycle Safety unit *Bikeability visit	Healthy living -practical eating/ drinking certain foods and doing sports event	Jealousy	Coming home on time	End of unit assessment	Chance to cover relevant issues for Year group regarding online safety.	End of unit assessment	End of unit assessment	End of unit assessment

	End of unit assessment	End of unit assessment	End of unit assessment	End of unit assessment		End of unit assessment			
Y5	Revisit cycle safety not using 1Decision resources (discussing playing out on bikes/ scooters etc)	Smoking - Also discuss vaping	Chance to cover relevant emotions for class eg anger, jealousy, worry etc... Could include sessions on how to overcome/cope with this feeling.	Look at being responsible for our own actions- in the home. Community (litter, kind to others, helping others) Link to road safety, littering, vandalism, kind to others, respectful in shops, stealing- covered in Y3)	Puberty	Image sharing	Enterprise	Inclusion and acceptance	First aid *Could we get paramedics/ ambulance service in for training for Year 5 or 6?
	Peer pressure	Children's and adult views (could be used to support a P4C session on their learning so far on being healthy_	Anger	Looking out for others	Children's and adult views- could be used to support a discussion on their learning.	Chance to cover relevant issues for Year group regarding online safety.	Children's and adult views- could be used to support a discussion on their learning.	Children's and adult views- could be used to support a discussion on their learning	End of unit assessment
	Children's and adult views (could be used to support a P4C session on what adults need to keep safe from and what children need to keep safe from)	*School nurse visit	Children's and adult views- could be used to support a discussion on their learning.		End of unit assessment	Children's and adult views- could be used to support a discussion on their learning.	End of unit assessment	End of unit assessment	
	End of unit assessment	End of unit assessment	End of unit assessment			End of unit assessment			

Y6	Revisit peer pressure from Year 5 (not using 1Decision resources)	Revisit smoking/vaping from Year 5 (not using 1Decision resources)	Chance to cover relevant emotions for class eg anger, jealousy, worry etc... Could include sessions on how to overcome/cope with this feeling.	Look at being responsible for our own actions- in the home. Community (litter, kind to others, helping others) Link to road safety, littering, vandalism, kind to others, respectful in shops, stealing- covered in Y3)	Revisit puberty from Year 5.	Revisit image sharing from Year 5.	Chores at home (not covered in Year 5 last year)	Breaking down barriers (not covered in Year 5 last year). Inclusion and acceptance (not covered in Year 5 last year)	First aid *Could we get paramedics/ ambulance service in for training for Year 5 or 6?
	Water safety	Alcohol *School nurse visit	Worry	Stealing	Conception	Making friends online	Enterprises (not covered in Year 5 last year)	British values	End of unit assessment
	End of unit assessment	End of unit assessment	End of unit assessment	End of unit assessment	End of unit assessment	End of unit assessment	In app purchases	End of unit assessment	
	*Crucial Crew *when talking to children about playing out after school/weekends/ before holidays discuss safety in local community to themselves and others.							End of unit assessment	

There is less to cover this Year so please split the lessons up into multiple sessions where necessary and use additional time to cover relevant issues for your class or in the local community and school.

Baseline assessment- to be done as a discussion at the end of previous session.

Please make links to the British Values throughout the units (use the images provided on shared to put onto slides)

End of unit assessment- scenarios to do individually- this will take a full session.

*School visit/visitor- EYFS (police service), Year 1 (dog safety), Year 2 (school nurse/ dentist to discuss brushing teeth) , Year 3 (fire service), Year 4 (bikeability), Year 5 (school nurse visit, ambulance service), Year 6 (crucial crew, ambulance service).

Linked whole school events

Staying healthy – Fitness Friday

Working World – Summer fair enterprise challenge/Working World week

Feelings and emotions- Mental health week

Appendix 2: 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	