

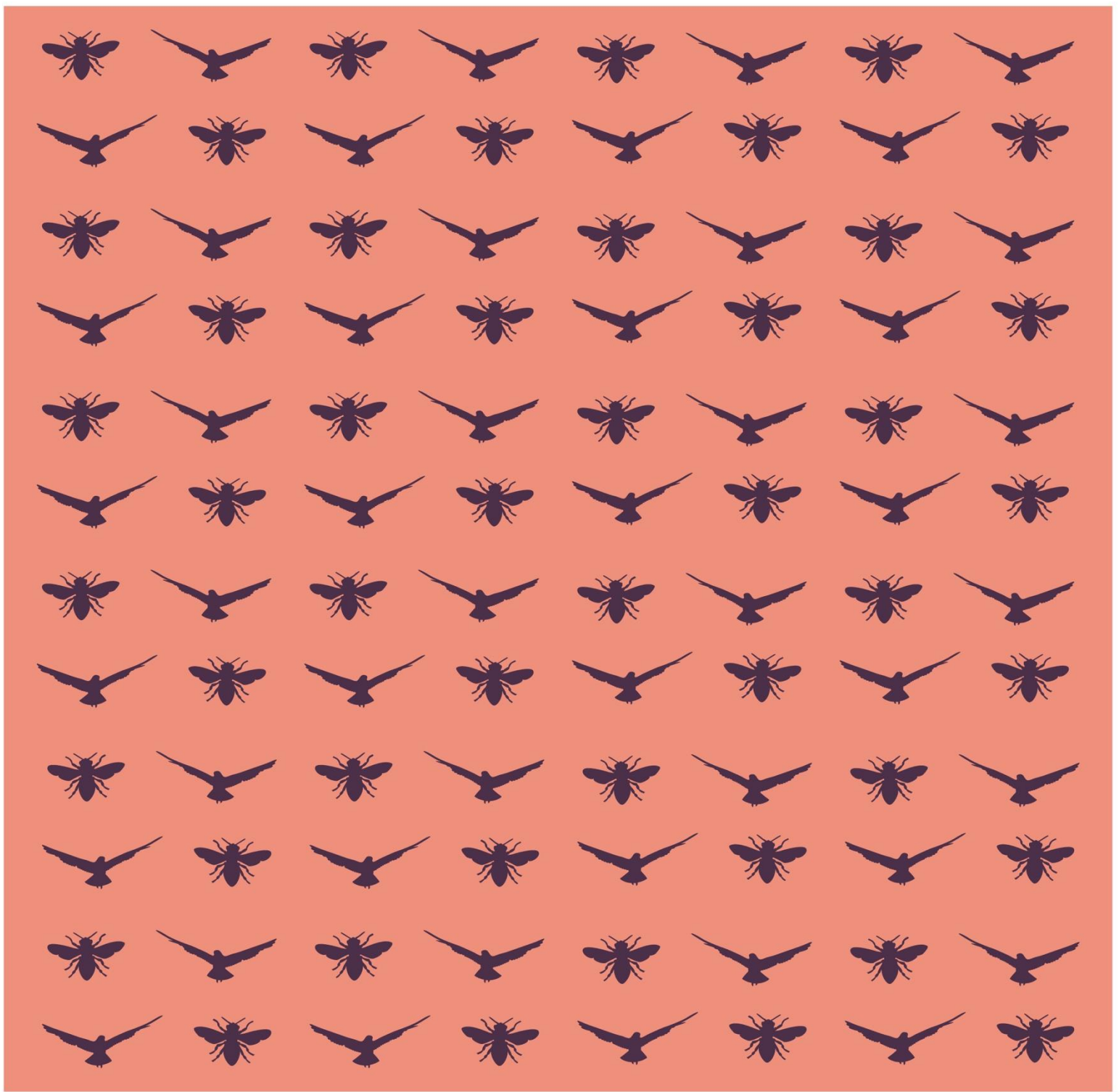
Trust Policy



Relationships and Sex Education Policy (Primary)

Contained within this document:

- Aims and importance of teaching RSE
- RSE within a primary setting
- RSE curriculum taught at Victoria Primary School



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Introduction

The Nova Education Trust is aware that children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. 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.

This policy covers our approach to Relationships Education (ReE), Relationships and Sex Education (RSE) and Health Education, not only in lessons but through the attitude of our staff and pupils alike, our ethos and approach and commitment to equality both within and outside of the classroom.

We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

It will be reviewed every three years to ensure that it remains relevant to the experiences of our pupils and remains up to date with current guidance from both Government and the DFE but also.

To ensure its use, this policy will be available on the Trust policy portal for staff to refer to and to parents through individual school websites.

Aims

The aim of Relationships Education (ReE), Relationships and Sex Education (RSE) and Health Education is to give children and young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. As well as developing an understanding of how to be healthy both physically and mentally.

The Nova Education Trust acknowledge that in order for children and young people to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. NET understand that high quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils to develop resilience, to know how and when to ask for help.

Statutory Guidance

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships Education compulsory for all pupils

receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. The regulations also make Health Education compulsory in Academies.

We recognise that we have a responsibility under the Equality Act 2010 to ensure the best for all pupils irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion, sexual orientation or whether they are looked after children. As a result, ReE/RSE needs to be sensitive to the different needs of individual pupils and may need to adapt and change as the pupils within the Trust change. Not only does teaching need to be sensitive of these needs, but also to help the pupils realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours or prejudice-based language.

The statutory requirements do not apply to sixth form colleges, 16-19 academies or Further Education (FE) colleges, although we would encourage them to support pupils by offering these subjects.

This policy was developed in response to:

- Statutory guidance on RSE and health education
- Keeping children safe in education: for schools and colleges
- <https://www.gov.uk/government/publications/teaching-online-safety-in-schools>
- Behaviour and discipline in schools: guidance for headteachers and staff
- Equality Act 2010: advice for schools
- Special educational needs and disability code of practice: 0 to 25 years
- Alternative provision
- Mental health and behaviour in schools
- Preventing and tackling bullying
- Cyber bullying: advice for headteachers and school staff
- Advice for parents and carers on cyber bullying
- Sexual violence and sexual harassment between children in schools and colleges
- Promoting fundamental British values as part of SMSC in schools
- National Citizen Service: guidance for schools and colleges

Links with other policies

This policy should be read in conjunction with the following Trust/Academy policies:

- Safeguarding Policy
- Anti-Bullying Policy
- E-Safety Policy
- Equality Information
- Wellbeing policy for pupils

Defining Sex and Relationship Education

Relationships Education at Primary

The Department for Education defines relationships education as, *teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults.*

Relationship education is designed to help children to develop the skills to recognise and manage healthy relationships both online and in the real world. It is designed to build self-esteem and to explore personal identity. All primary schools within NET, undertake work on developing character and ReE will link closely with this.

It is about helping children understand and make sense of the world they are growing up in; to recognise the differences and similarities between their peers and their families; to understand the fact every human being is unique and has the right to be respected. There are many different family structures and all children have the right to feel safe.

Relationship education has been shown to help keep children safe by allowing them to understand appropriate and inappropriate touching, to realise that their body is fantastic and belongs to them. It is about building the foundations of an understanding of consent and personal boundaries; in that no one has the right to touch you in a way you don't like but also the difference between public and private behaviours.

It is important for children to know the names and functions of their body and to be reassured it is natural to be curious about them. Indeed, by teaching children the correct terms for their private parts, children are proven to be safer from abuse.

In addition, relationship education helps children to develop their vocabulary and emotional literacy to enable them to talk about and manage their feelings. It helps children build their own support networks and the confidence to ask for help when they feel unsafe. This is a required element of the Health Education Guidance.

The Nova Education Trust will ensure that teaching about families will be based on an individual schools' knowledge of its pupils and their families. Age appropriate teaching about the many different forms a family can take will be undertaken.

Sex Education at Primary School

Although the Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made Relationship Education compulsory in all primary schools, Sex education is currently **not** compulsory. However, the

Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the pupils.

Within the Nova Education Trust many of our primary schools already chose to teach aspects of sex education and will continue to do so.

We recognise that some parents may be uncomfortable with the thought of their children receiving sex education in primary school. Equally, we recognise it is completely natural for children to have questions about sex, their bodies and to be curious about where they came from. In the age of information where children in primary school have access to the internet through mobile technology, we believe it is better that children receive age appropriate answers from us than it being left to their peers or the internet.

In our school's sex education is an opportunity to answer children's questions about where they came from, an opportunity to explore their own stories and to be clear about how a baby is conceived and formed as set out in human life cycle set out in the national curriculum for science. Furthermore, it should ensure that all children are prepared for both the physical and emotional changes of puberty including menstruation. Children need to understand how both girls' and boys' bodies function and change as they grow into adults.

Sex education should allow children a safe space to ask the questions they may have without shame or judgement. Evidence states that a graduated age-appropriate spiral curriculum is the best way of preventing the topic of sex, reproduction and private body parts of becoming taboo and children from becoming embarrassed by the topic.

We believe it is the duty of schools in our Trust to give our young people the learning that will enable them to live safe, fulfilled and healthy lives. This includes ensuring that they have the skills to keep themselves safe from harm and develop positive and healthy relationships, free from exploitation pressure or abuse.

Definition of Health Education

Physical Health and Mental Wellbeing

The Nova Education Trust will ensure that pupils in its' schools are taught the information they need to make good decisions about their own health and wellbeing. Pupils will then be able to recognise what is normal for them, what is an issue and how to seek support.

It links closely to the principles of novation and the work undertaken across the trust to develop pupil characters and develop positive attitudes to learning. It aims to promote self-control and the ability to self-regulate enabling pupils to persevere and to overcome setbacks.

Health Education will ensure that pupils are aware of the changes happening to them during puberty and will raise awareness within all pupils about menstruation. As a Trust we will support our female pupils who experience period poverty.

Primary Health Education

The focus of primary Health Education is ensuring that pupils understand the characteristics of good physical health and mental wellbeing, ways in which they can stay safe in real life and on line alongside developing an awareness that mental wellbeing is part of normal daily life and nothing to be ashamed about.

Delivery of Relationships Education / Relationships Sex Education and Health Education

The Trust acknowledges that high-quality, evidence-based and age-appropriate teaching can help pupils prepare for the opportunities, responsibilities and experiences of adult life as well as promoting the spiritual, moral, social, cultural, mental and physical development of pupils both at school and in society.

ReE/RSE will be set in the context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school. The curriculum on relationships and sex will complement and be supported by, the Trust policies on behaviour, inclusion, respect for equality and diversity, anti-bullying, wellbeing and safeguarding.

ReE/RSE will sit within the context of the Trust's broader ethos and approach to developing pupils socially, morally, spiritually and culturally; and its pastoral care system.

The curriculum on health education will similarly complement, and be supported by, education on healthy lifestyles through physical education, citizenship, food technology, science and sport, extra-curricular activity and school food.

Each school will ensure that it appoints a ReE/RSE and Health Education Lead who will work closely with colleagues in related curriculum areas to ensure Relationships Education, RSE and Health Education programmes complement each other and do not duplicate, content covered in national curriculum subjects such as citizenship, science, computing and PE.

Primary Education

All primary schools within the Trust will deliver the content set out in Appendix 1 in the context of a broad and balanced curriculum. Each school will choose schemes or

materials which meet the needs of its children and community. The details of what and how ReE and Health Education will be taught can be found in Appendix 3. The ReE scheme of work will clearly highlight the aspects of sex education that go beyond the national curriculum for science. It will also form part of each school's curriculum plan and will be published on their website.

The Nova Education Trust believe it is important that this material is delivered by the classroom teacher as it highlights to the children that relationship and sex education is something we can all talk about.

Furthermore, classroom teachers know their children. This means they are more likely to be aware of any additional needs, support or particularly sensitive topics that may make a child in their class vulnerable due to some of the sensitive nature of the topics. This makes them ideally placed to deliver the material sensitively to all children in their class.

Inclusion

Pupils with Special Educational Needs and Disabilities (SEND)

Relationships Education, RSE and Health Education will be accessible for all pupils.

High quality teaching is adaptive and personalised, this is the starting point to ensure accessibility for all pupils. Schools will also be mindful of the preparing for adulthood outcomes as set out in the SEND code of practice, when preparing these subjects for pupils with SEND.

The Trust is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND.

Relationships Education can also be a priority for some pupils, for example some with Social, Emotional and Mental Health Needs or learning disabilities.

For some pupils there may be a need to tailor content and teaching to meeting the specific needs of children at different development stages.

Sexual Identity and Orientation - Lesbian, Gay, Bisexual and Transgender (LGBT)

We aim to deal sensitively and honestly with issues of sexual identity. All schools within the Nova Education Trust will ensure that the needs of all pupils are appropriately met and that all pupils understand the importance of equality and respect.

Individual schools will make the decision as to when it is appropriate to teach pupils about LGBT and to what extent this education will take place. This work will be integrated fully into the scheme of work.

Schools will ensure that all pupils will have been taught about LGBT issues at an appropriate level and context before they leave.

Ethnic and Cultural groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate to be taught particular items in mixed group. We will respond to parental requests and concerns.

Roles and Responsibilities (including monitoring)

The Trust

The Trustees will:

- Monitor the implementation of the policy across all Schools within the Trust
- Monitor pupil progress to ensure that pupils achieve expected outcomes;
- Ensure that Schools are resourced in such a way that the Trust fulfils its legal obligations.

The Local Governing Body

The Local Governing Body will ensure:

- All pupils make progress in achieving the expected educational outcomes;
- The subjects are well led, effectively managed and well planned;
- That the quality of provision is subject to regular and effective self-evaluation;
- That the subjects are resourced in a way that ensures the Academy can fulfil its legal obligations.

Headteacher

The Headteacher will ensure that:

- All staff are informed of the policy and the responsibilities included within the policy;
- All teachers explore how new pedagogies and technology can be fully utilised to support subjects;
- The subjects are staffed and timetabled in a way to ensure the Trust and the Academy fulfils their legal obligations;
- The teaching of RSE is monitored to ensure that it is delivered in ways that are accessible to all pupils with SEND;

- The Academy works with parents/carers when planning and delivering RSE to pupils.
- Clear information is provided to parents/carers on the subject content and the right to request that their child is withdrawn.

Staff

All staff will ensure that:

- Ground rules are negotiated/ discussed with the group in an age appropriate manner before embarking on lessons of a sensitive nature. So that both the staff and pupils can work together in a supportive atmosphere in which all members can speak with confidence and without fear of embarrassment, anxiety or breach of confidentiality;
- All pupils are offered the opportunity to explore ideas, situations and feelings in an atmosphere of confidence and support;
- At all times teaching will take place in the context of an explicit moral framework;
- All points of view they may express during the course of teaching RSE are unbiased;
- The teaching of RSE is delivered in ways that are accessible to all pupils with SEND;
- The emphasis of teaching RSE will always be the importance and understanding of personal relationships and the right of the individual to make informed choices;
- Issues of stereotyping, sexual equality, harassment, rights and legislation underpin the teaching of RSE;
- Where appropriate they direct pupils to seek advice and support from an appropriate agency or individual. It is inappropriate for staff to give pupils personal advice on matters such as contraception;
- Where a student has embarked on a course of action likely to place them at risk, the member of staff will ensure that the student is aware of the implications of their behaviour. The member of staff should refer any potential concerns to the Designated Safeguarding Lead.

Managing Questions and Difficult Questions

Children and Young People are likely to have many questions that may occur at any time. They tend to ask whatever is on their mind. We see this as a positive point and a sign that we have created a safe environment where children and young people feel empowered to feed their natural curiosity and learn about themselves, their bodies and the world around them. However, we acknowledge that some parents may feel uncomfortable about how particular questions may be dealt with in class.

Children and young people are better off receiving honest, open answers from safe adults in their lives, rather than it being left to the internet or other children with a smart phone. In the age of information, where children even in primary have access to tablets, smart phones and the internet (often unsupervised) it is essential that we help children and young people to recognise they are able to ask questions without judgement rather than searching for answers on the internet.

Schools will need to develop whole school strategies on what they will do if a child / young person asks a question that is not necessarily suitable for the whole class, asks a question that staff do not know the answer to or is particularly tricky or sensitive. Likewise, if they are asked a question that they know the parents will be uncomfortable with.

Teachers will answer questions openly, honestly, scientifically and factually without relying on their personal beliefs.

Teachers will not answer personal questions about themselves or ask direct personal questions of their pupils that could make either parties vulnerable.

All schools will need to ensure that all staff delivering ReE / RSE have received appropriate CPD including knowledge of the law.

Parents/Carers

The Trust acknowledge the key role that parents/carers play in the development of their children's / young person's understanding about relationships. Parents are the first educators of their children. They have the most significant influence in enabling their children / young person to grow and mature and to form healthy relationships.

All Parents/Carers will be:

- Given every opportunity to understand the purpose and content of Relationships Education and RSE;
- Encouraged to participate in the development of Relationships Education and RSE;
- Able to discuss any concerns directly with the Academy.

Right to be excused from Sex Education

Before ReE / RSE programmes are delivered in school, letters will be sent home to parents informing them of the dates the lessons will be delivered and links to the curriculum content and materials. If parents have any concerns, special circumstances we should be aware of, or would like any further information we will ensure a designated time is set for them to come into school.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

All Nova Education Trust primary schools will automatically grant a request to withdraw from sex education delivered outside of the science curriculum.

For secondary schools, the Trust, before granting any such request, require the Head of School to discuss the request with the parent and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

Following the discussions, except in exceptional circumstances, the Trust will respect the parents' request to withdraw their child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

The Head of School will ensure that where a pupil is excused from sex education, the pupil will receive appropriate, purposeful education during the period of withdrawal.

There is no right to withdraw from the national curriculum.

A record of all requests to withdraw from RSE will be kept.

Menstruation

The onset of menstruation can be a confusing or distressing time for children if they are not prepared. The Nova Education Trust acknowledge we have a responsibility to prepare children for menstruation and make adequate and sensitive arrangements to help pupils manage their period. Especially girls / young women whose family may not be able to afford or will not provide sanitary products.

Period poverty exists in the UK and some girls / young women are forced to avoid attending school if they are on their period, when they are unable to manage it sensitively. We do not want that to be the case in our schools and will make every reasonable effort to support girls / young women to access their education and enjoy school.

Puberty is occurring earlier than ever before, and it is now not uncommon for pupils to start their periods whilst in primary school even in year 4. For this reason, we will start to deliver puberty lessons to all children from year 4

As part of these lessons all children will be told about menstruation and there will be discussion of what periods are, explanation of other symptoms associated with periods, how they can be managed hygienically, and sensitively.

Menstruation is a healthy biological function for approximately 50% of the school population. It should not be something that a person is made to feel embarrassed, shameful or be teased about. As schools, we need to treat each other with respect and empathy, and this includes changes that take place during puberty such as menstruation.

During lessons where puberty and menstruation are discussed, staff will take the opportunity to highlight the location of sanitary bins available in school, and how these are to be used.

Schools need to have menstruation kits available in school which contain sanitary products, spare underwear and plastic bags to wrap up underwear should there have been any accidents. Girls / young women will be made aware of where these are kept and how they can be accessed through designated members of staff, including lunchtime supervisors.

When school trips or residential visits are arranged for years 4 and above provisions to deal with a girl's / young woman's period needs to be considered and added to the risk assessment and planned for.

Working with external agencies

The Nova Education Trust is aware that working with external partners can enhance the delivery of RSE and will support schools to bring in specialist knowledge and implement different ways of engaging with young people.

Where schools use external agencies, they will check the credentials of the visiting organisation and any visitors linked to the agency. Schools will also ensure that the teaching delivered by the visitor fits with the planned programme and the published policy.

Schools will work with external agencies to ensure that the content delivered is age-appropriate and accessible for all pupils. Any materials that are used as part of the delivery must be approved by the school in advance of the session.

The school will ensure that the visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with in line with the Trust's Safeguarding Policy.

Safeguarding, reports of abuse and confidentiality

The Nova Education Trust recognises that at the heart of ReE/ RSE, the focus is on keeping children and young people safe and acknowledges the significant role schools have in preventative education.

Teachers cannot offer unconditional confidentiality. In a case where a teacher learns from an under 16-year-old that they are having or considering sexual intercourse. They will try to persuade the young person, wherever possible to talk to their parents or to medical professionals for advice. Any child protection issues should be considered and referred to a DSL if necessary.

In Nova schools, we will allow children and young people an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports.

Pupils will be made aware of the processes to enable them to raise their concerns or make a report and how any report will be handled. This will also include processes when they have a concern about a peer or friend.

In line with the document Keeping Children Safe in Education (KCSIE), all staff are aware of what to do if a child tells them that they are being abused or neglected. Staff are also aware of need to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those that need to be involved, such as the Designated Safeguarding Lead and children's social care. A member of staff will never promise a child / young person that they will not tell anyone about a report of abuse, as this is not in the best interests of the child / young person.

The involvement of the Designated Safeguarding Lead (or Deputy Designated Safeguarding Lead) will ensure that trusted, high quality local resources are engaged, links to the police and other agencies are utilised and the knowledge of the any particular local issues it may be appropriate to address in lessons.

Appendix 1: Primary Statutory Content

Primary Relationships Education

By the end of primary school:

Families and people who care for me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that 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

Pupils should know

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

Pupils should know

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

Pupils should know

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being safe

Pupils should know

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- 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.

Health Education

Mental wellbeing

Pupils should know

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they 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.

Internet safety and harms

Pupils should know

- 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

Pupils should know

- 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

Pupils should know

- 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

Pupils should know

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

Health and prevention

Pupils should know

- 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

Pupils should know:

- 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

Pupils should know:

- 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.

Appendix 3

Victoria School Scheme of Work: RSE taught within PSHE lessons

Scheme of work for each year group outlining subject content, method of delivery. It will also outline where sex education goes beyond the science national curriculum.

EYFS RSE Curriculum

ELG 5: Building Relationships			
	Direct Class Teaching	Focused Activities	In the Environment
N1	Respond to other adults than your teachers (e.g., guest story readers).	Feel confident during the walks to the Forest School.	Become more outgoing to unfamiliar people in the context of nursery or unfamiliar situations e.g., Forest School.
N2	Initiate play with one or more other children. Take turns in play. Begin to extend and elaborate your play ideas.	Get involved in making decisions about room layout and resources.	Play with resources to enrich your play and follow your interests.
N3	Develop friendships with other children. Seek adults out for support with conflict. Develop your sense of responsibility and membership of a community.	Carry out tasks e.g. Class Monitors.	Be an efficient class monitor and carry out responsibilities to help others.
R1	Talk with others to resolve conflicts. Find solutions to conflicts and rivalries. Be aware of how others are feeling.	Engage with circle time games to build up relationships with members of the class.	Form positive attachments to adults and friendships with peers.
R2	Consider how your behaviour may affect the feelings of others. Think about others' perspectives.	Participate in turn taking games and activities	Work and play co-operatively, and take turns with others. Engage in meaningful conversations with others.
R3	Build constructive and respectful relationships.		Show sensitivity to your own and other's needs. Work and play cooperatively and take turns with others.

KS1&2 RSE Relationships & Changing Me Strands (PSHE)

Relationships			
	Year 1/2	Years 3/4	Years 5/6
	<p>Relationships – Caring Friendships</p> <p>To know ways to solve problems and stay friends.</p> <p>To know and understand some of the impact of unkind words.</p> <p>To know I can use Calm Me time to manage my feelings.</p> <p>To know how to make friends to stop myself from feeling lonely.</p> <p>To know how to be a good friend.</p> <p>Relationships – Family roles and responsibilities</p> <p>To know and identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate.</p> <p>To know and understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.</p> <p>To know and identify some of the things that cause conflict with my friends.</p> <p>To know and understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.</p>	<p>Relationships – Respectful Relationships</p> <p>To know how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>To know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>To know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>To know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>To know 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.</p> <p>To know how to manage these situations and how to</p>	<p>Relationships – Protected Characteristics</p> <p>To know and understand the terms discrimination, prejudice, equality, diversity and rights.</p> <p>To know why the equality act 2010 was passed by Parliament.</p> <p>To know and recall the 9 protected characteristics:</p> <p>Disability -</p> <p>Pregnancy or maternity</p> <p>Race</p> <p>Orientation (sexual)</p> <p>Gender reassignment</p> <p>Religion</p> <p>Age</p> <p>Marriage or civil partnership</p> <p>Sex</p> <p>gender reassignment, marriage and civil partnerships, pregnancy or maternity, race, religion or belief, Sex, Sexual orientation</p> <p>To know there are no outsiders at Victoria, everyone is different and we celebrate our differences</p> <p>To know we are all equal in our differences</p> <p>To know love can be expressed by a couple regardless of their sexual orientation or gender identity.</p> <p>Relationships – Equal and Trusting</p> <p>To know what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older</p>

	<p>To know, recognise and appreciate people who can help me in my family, my school and my community.</p> <p>To know how to express my appreciation for the people in my special relationships.</p>	<p>seek help or advice from others, if needed.</p> <p>Relationships – Family roles and responsibilities</p> <p>To know the roles and responsibilities of each member of my family and can reflect on the expectations for males and females.</p> <p>To know and explain how some of the actions and work of people around the world help and influence my life.</p> <p>To know how my needs and rights are shared by children around the world and can identify how our lives may be different.</p> <p>To know how to express my appreciation to my friends and family.</p> <p>To know how to put into practice some of the skills of friendship e.g. taking turns, being a good listener.</p> <p>Relationships – Online Relationships</p> <p>To know that belonging to an online community can have positive and negative consequences.</p> <p>To know there are rights and responsibilities in an online community or social network.</p> <p>To know there are rights and responsibilities when playing a game online.</p> <p>To know why there are age restrictions on social media accounts.</p> <p>To know and recognise when I am spending</p>	<p>To know what an equal and trusting relationship looks like for friends and special relationships.</p> <p>To know how to recognise situations which can cause jealousy in relationships</p> <p>To know how most people feel when they lose someone or something they love</p> <p>To know how friendships change, know how to make new friends and how to manage when I fall out with my friends</p> <p>To know that good relationships are equal and trusting</p> <p>To know how to identify signs of controlling behaviour/abuse - physical abuse, emotional abuse, sexual abuse, technological abuse, financial abuse</p>
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		<p>too much time using devices (screen time).</p> <p>To know how to use some strategies for keeping myself safe online</p>	
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Changing Me			
	Year 1/2	Years 3/4	Years 5/6
	<p>Changing Me – Growing & Changing*</p> <p>To know and understand some life cycles of animals and humans</p> <p>To know changes happen as we grow and that this is OK.</p> <p>To know and tell you some things about me that have changed and some things about me that have stayed the same.</p> <p>To know some ways to cope with changes and tell you about changes that have happened in my life.</p> <p>To know and tell you how my body has changed since I was a baby and that growing up is natural and that everybody grows at different rates.</p> <p>To know and identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus.</p> <p>To know the PANTS rules</p> <p>To know which parts should be private</p> <p>To know the difference between appropriate and inappropriate touch</p> <p>To know they have the</p>	<p>Changing Me – Body Changes (Year 3)</p> <p>To know that in animals and humans lots of changes happen from birth to fully grown, and that usually it is the female who has the baby</p> <p>To know how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow</p> <p>To know that boys' and girls' bodies need to change so that when they grow up their bodies can make babies.</p> <p>To know and Identify how boys' and girls' bodies change on the <u>outside</u> during this growing up process</p> <p>To know and identify how boys' and girls' bodies change on the <u>inside</u> during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up</p> <p>To know and recognise stereotypical ideas I might have about parenting and family roles</p> <p>Changing Me – Having A Baby (Year 4)</p> <p>To know that some of my personal characteristics</p>	<p>Changing Me – Puberty (Year 5)</p> <p>To know how to develop my own self-esteem, how to be aware of my own self-image and how my body image fits into that.</p> <p>To know and explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally</p> <p>To know and describe how boys' and girls' bodies change during puberty.</p> <p>To know that sexual intercourse can lead to conception and that is how babies are usually made and also understand that sometimes people need IVF to help them have a baby.</p> <p>To know and identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent).</p> <p>To know consent means always choosing to respect others' boundaries</p> <p>Changing Me – Conception (Year 6)</p> <p>To know and be aware of the importance of a positive self-esteem and what I can do to develop it</p>

	<p>right to say “no” to unwanted touch To know who they trust and who they can ask for help.</p> <p><i>*Cross-curricular links Science Y1/2 Animals Including Humans Cycle A)</i></p>	<p>have come from my birth parents and that this happens because I am made from the joining of their egg and sperm. To know the internal and external parts of male and female bodies that are necessary for making a baby. To know how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this. To know how the circle of change works and can apply it to changes I want to make in my life. To know and identify changes that have been and may continue to be outside of my control that I learnt to accept. To know and identify what I am looking forward to when I move to a new class.</p>	<p>To know and be aware of my own self-image and how my body image fits into that. To know and explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. To know and describe how a baby develops from conception through the nine months of pregnancy, and how it is born. To know how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend.</p>
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