



Springdale Primary School

Relationships and Sex Education (RSE)

POLICY

Reviewed and Approved: April 2023

Next Review: July 2024

1. Policy statement

This policy sets out Springdale's intentions and principles for teaching Relationships and Sex Education for staff, parents/carers, Governors and other stakeholders. As part of the implementation of DfE statutory requirements around Relationships Education, all schools must have in place a written policy for Relationships Education (and additional Sex Education if this is also delivered). Schools should ensure that the policy meets the needs of pupils and parents and reflects the community they serve. As part of this implementation, this policy was first updated by the PSHE/RSE leader in consultation with Governors, Parents/Carers, the School Leadership Team and other School Staff during a formal consultation in February 2021, which took place online due to the restrictions in place due to Covid-19

This latest review (April 2023) was carried out by the PSHE/RSE lead in consultation with SLT and approved by Governors. This policy will be reviewed at least every 2 years, or sooner if there is any substantive change to our RSE provision and/or DfE guidance changes, to ensure that it continues to meet the needs of pupils, staff and parents and is in line with current DfE guidance and best practise.

The development of the policy is in line with the statutory guidance released by the Department of Education (2019), which sets out statutory content for Relationships Education for primary schools from September 2020.

2. Definition of Relationships Education and Sex Education

Relationships and Sex Education (RSE) is a lifelong learning process about personal, physical, moral and emotional development and of acquiring information, developing skills and forming positive beliefs and attitudes, relationships and feelings, sex and sexuality. It is about the understanding of the importance of stable and loving relationships, respect, love and care. 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.

Please note, for the purposes of this policy we define Relationships Education (RE) as any content/theme that is required by the DfE within its statutory document. These are:

- Families and people who care for me
- Caring friendships

- Respectful relationships
- Online relationships
- Being safe

Please refer to the full DfE RSHE guidance document for further details if needed - [Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

At an appropriate age for our children, it is also about the teaching of sex education, whether this be part of National Curriculum Science, or additional non-statutory sex education to complement this. Sex education It is not about the promotion of sexual orientation or sexual activity, rather an understanding and acceptance of the diverse relationships that exist in our school community and beyond. We ensure Relationships Education and Sex Education is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities.

We define Sex Education (SE) as:

- Statutory content within National Curriculum for Science. No parental right of withdrawal applies.
- Any non-statutory sex education content delivered as part of our Personal, Social, Health & Economic (PSHE) education programme. Any session which this applies to is clearly identified within the school curriculum overview and the curriculum delivery section within this policy (see Appendix 2) A parental right of withdrawal applies to some or all of these lessons – please see the ‘working with parents’ section for further details.

Please also note that DfE guidance from 2020 also requires schools to deliver a ‘Changing Adolescent Body’ unit as part of statutory Health Education. This unit covers themes such as body parts, puberty, physical and emotional changes and menstruation. These themes will be covered in an age-appropriate way within our PSHE programme alongside other related themes. No parental right of withdrawal applies to any content within statutory Health Education.

Springdale Primary School recognises that Relationships and Sex Education (RSE) has three main elements: -

Attitudes and values – developing a moral code

- Learning the importance of values, individual conscience and moral considerations.
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children, while recognising the diversity of family groups.
- Learning the value of love, respect and care; honesty and loyalty in relationships.
- Valuing diversity – an acceptance and exploration of difference, promoting equal opportunity, e.g. by considering media gender stereotypes and by being sensitive to the needs of culture and religion.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

Personal and social skills – important life skills

- Personal independence skills
- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect, and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Taking responsibility for one's own actions and learning
- Effective communication skills
- Listening sensitively to others' opinions
- Asking questions, expressing emotions and opinions, discussing issues openly and without embarrassment
- Reflecting on and evaluation information and opinions, and understanding the impact of external factors, such as the media, Internet and peer pressures.
- Being an assertive though respectful and an independent decision maker

Negotiating with friends and others

- Practical skills
- Caring for oneself and others
- Being confident to access support and advice when needed- to know who to go to and when
- Decision making skills – making sensible choices in the light of relevant information
- Making moral judgement about what to do, and acting accordingly
- Solving problems fairly
- Managing conflict positively.
- Learning how to recognise and avoid exploitation and abuse

Knowledge and Understanding

- Learning and understanding physical development through age appropriate information
- Understanding human sexuality, reproduction, sexual health, emotions and relationships; and the right to confidentiality.
- Develop understanding of important knowledge, so correcting misconceptions and misinformation.
- Knowing what is and what is not illegal in matters relating to sexual activity.

3. Rationale and ethos

Effective RSE (as part of PSHE) can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships, and in enabling children to keep themselves and others safe. It also enables young people to make responsible and informed decisions about their health and well-being. In order to personalise the curriculum for our children and best meet their needs, we make use of local public health data and other school level data when we review our PSHE curriculum to ensure that we are reflective of local need and national trends.

At Springdale Primary School we believe that Relationships and Sex Education (RSE) should be set in the context of clear values, including the value of family life, marriage and of loving and stable relationships in bringing up children. It should teach children and young people to develop values, attitudes, personal and social skills, and increase their knowledge and understanding to make informed decisions and life choices. RSE is delivered to ensure that children grow up with the ability to enjoy the positive benefits of loving, rewarding and responsible relationships, to be informed, comfortable with the changes during puberty, sexually healthy and emotionally safe. Within the framework of RSE and wider PSHE we teach pupils to be digitally safe with e-safety being a vital message throughout the school revisited at the start of every term, consistently reinforced during Computing lessons and across all subject lessons when required.

Effective RSE at Springdale is dependent on partnerships at many levels; between our parents & carers, the children and at a more strategic level between the local authority, local faith communities, Health professionals, partners in children's services and the voluntary community.

At Springdale we aim to achieve an effective Relationships and Sex Education programme through building on these partnerships and the continued professional development of staff. Enabling the delivery of a developmental, planned programme, that is integrated into the curriculum and delivered over an extended period.

4. Legislation/statutory guidance

Legislation and statutory guidance documents that inform our school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)

- Equality Act (2010)

- Keeping Children Safe in Education (2022)

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)

- Ofsted School Inspection Handbook (2022)

- Inspecting teaching of the protected characteristics in schools (2021)

Current regulations and statutory guidance from the Department for Education state that Relationships Education and Health Education must be taught in all primary schools from September 2020. This guidance document has been reviewed to ensure that our school RSE policy and approach is in-line with both statutory requirements and established best practice. The statutory guidance document from the DfE document can be viewed here:

[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)

5. Links to other policies

Other related school policies and documents include:

- PSHE
- Drug Education
- SEND
- Science Policy
- ICT and Computing
- E-Safety
- Safeguarding,
- Confidentiality
- Behaviour
- Inclusion
- Anti Bullying
- Health and Safety
- Medicines
- External visitor Policy
- Equality Policy
- Extreme radicalisation in schools Policy
- Staff Code of Conduct
- Behaviour
- Acceptable Use
- Mental Health and Well-Being

6. Curriculum Delivery and Content

At Springdale RSE program is an integral part of our whole school PSHE provision, which is part of our weekly timetabled curriculum and is delivered by class teachers. It also is supported and complemented by statutory requirements as set out in the National Curriculum for Science. Details of our Science curriculum can be viewed via our school curriculum planning on the school website. We use a variety of age-appropriate and evidence based resources to deliver our RSE curriculum within our wider PSHE programme. The core of our curriculum is based on the SCARF scheme we use across the school for PSHE but we may also draw on quality assured resources to support learning. The curriculum model we use is based upon best practice as established by national organisations such as

PSHE Association, advice by local authority advisors and other trusted external agencies which is regularly reviewed and updated to ensure that our delivery is age and stage relevant and is responsive to any changing need or issues. Our approach will ensure inclusivity as part of our school ethos. We are responsive to the individual needs of our children will ensure differentiation within delivery to cater for these needs. All our children will be encouraged to reflect upon their own views, opinions and ideas using appropriate assessment for learning methods.

All children have the right to relevant and accurate information, guidance, and advice on matters concerning their welfare. These are our principles and they are based upon the principles outlined in 'Sex and relationships education (SRE) for the 21st century' (Brook, Sex Education Forum & PSHE Association, 2014):

At Springdale we see effective RSE as a partnership with parents /carers and children that promotes their emotional wellbeing, enhancing their ability to achieve their full potential and keep themselves and others safe.

Our Aims

- To encourage respect and responsibility for themselves and others.
- To promote positive relationships.
- To impart factual knowledge by answering questions with sensitivity.
- To develop their confidence and self- esteem enabling self -respect and control over their bodies and their own lives.
- To aid understanding of the physical, psychological and emotional changes that take place at puberty.
- To encourage responsibility for personal hygiene.
- To teach children about the law and their rights to confidentiality
- To promote equality in relationships, recognises and challenge gender inequality and reflects girls' and boys' different experiences and needs
- To help children keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services and support if and when they might need help and advice

Our Learning Outcomes

- To develop an understanding about a wide range of different family arrangements and relationships.
- To develop a knowledge of the names and functions of different parts of the body and what it means to be male and female.
- To become aware that moods and feelings can affect behaviour and relationships.
- To understand the changes that take place to their bodies as they grow
- To know about the life cycle, processes of conception, pregnancy and birth.

Key Stage Specific Learning Objectives

Early Years Foundation Stage (EYFS) RSE is not taught but themes related to it form an integral part of the curriculum as part of the early learning goals and provides the foundations to related learning as the children progress through school.

Children in Nursery will learn about:

- Growing and changing in nature
- When I was a baby
- Girls, boys and families

Children in Reception will learn about:

- Seasons
- Life Cycles: animals, humans and plants
- Human Life Stages: Who will I be?
- Where do babies come from?
- Getting Bigger
- Me and My body- boys and girls

Our objectives in RSE-based learning also reflect best practice guidance on PSHE education from the PSHE Association Programme of Study 2020. <https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1-5>

At Springdale, we teach our Growing and Changing unit in the second part of the summer term to all children from year 1 to year 6. As with all PSHE, content is taught in mixed gender class groups apart from 1 lesson in year 5 and 1 lesson in year 6 when girls and boys are separated so that matters related specifically to them can be covered in greater detail, although we always ensure that all children are aware of important information around puberty and body changes, and have the opportunity to ask questions if needed. Some children with SEND or additional needs may be taught in smaller groups with adapted content matched to their stage of development.

A letter is sent out to parents and is accessible on the website prior to these lessons taking place with details of coverage and content, both as a reminder to parents that these topics are coming up and also that they may wish to talk to their children about these topics in advance.

Pupil voice in determining curriculum.

Throughout RSE lessons, pupils will have the opportunity to review and reflect upon their own ideas and opinions and factual information presented to them. Pupils will be given the opportunity to voice concerns, ask questions and share opinion that they may have over the modern world and the implications in relation to this concerning relationships and modern technology. The curriculum will reflect and be adapted where relevant to ensure concerns raised can be addressed, if appropriate. Pupils in older key stages will be able to voice opinions on resources/ external agencies used and whether, on reflection, the curriculum addressed their needs during early key stages.

As part of the monitoring and evaluation of PSHE, the subject lead will also periodically discuss learning and the content of the curriculum with pupils, including RSE-based lessons, in order to help review the curriculum and ensure it remains relevant and up to date.

We also use data collected from the HRBS (Health Related Behaviour Survey) conducted every two years by a range of children across school to inform our curriculum planning and delivery in terms of school and local needs.

Creating a safe environment

We will ensure a safe learning environment by following our school policies including: Health and Safety, Safeguarding, Confidentiality, PSHE, RSE etc. Staff have been trained in relation to developing a safe learning environment including safeguarding training, strategies for teaching and dealing with potentially sensitive issues and discussions, issues around confidentiality, agreed ground rules shaped by the children so that they understand their rights and responsibilities.

Ground rules

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. During PSHE lessons and discussions staff will establish clear ground rules with pupils to ensure children feel safe, listened to and supported.

These will be set with and agreed with all children and reinforced at the start of each lesson. All staff will be supported by pre-prepared resources, training in the delivery of resources, supported by internal and external staff e.g. PSHE Lead, safeguarding Lead, SLT, LA advisor

Answering questions

Teaching staff will endeavor to answer age related questions as openly and factually as possible but if faced with a question they do not feel is appropriate to discuss, or that they do not feel comfortable answering within the classroom environment, or is outside the school's RSE policy, provision will be made to meet the individual child needs wherever possible. Each KS2 classroom has an anonymous question box, which is used by the children/ at the end of the session for any questions they may have related to lessons. This also helps to shape future policy decisions, curriculum reviews etc. In most cases questions will be answered at a later stage in their Growing and Changing Education sessions, and the child will be informed of this.

In some instances, it will not be appropriate to answer or discuss certain questions/topics with children due to their age or development; if this occurs, we will always make sure a child understands that whilst we value their question, it is not always the case that we can answer them. However, meeting the child's needs may also involve referring the child back to their parent/carer, School Nurse, or school counsellor, for an answer or seeking advice from the PSHE Lead, SLT, Parent Support Officer or DSL. Teachers will always use their best professional judgement in considering all questions from children.

7. Safeguarding and Confidentiality

All staff are trained in safeguarding. Teachers are aware that effective RSE which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this situation staff should follow internal safeguarding policies including informing the safeguarding lead. Prior to teaching certain topics, teachers will consult with the Designated Safeguarding Lead to check if any appropriate adaption or differentiation may need to be made for any pupils based on individual needs or circumstances .

There may be times when a child wishes to confide in a teacher. It is the school policy that information may need to be passed on the Headteacher / DSL if there is a risk of harm to the child or others. Children are informed via our ground rules that whilst the PSHE classroom is a safe space for discussion, teachers cannot guarantee absolute confidentiality. Teaching staff cannot offer unconditional confidentiality to children (see Safeguarding Policy) and must inform the designated safeguarding officer of any concerns or disclosures. The

Headteacher /DSL will decide what action to take to protect the best interest of the child, enabling action to be taken by other professionals if deemed necessary.

Members of staff and the Child Protection Officer are not legally bound to inform parents of any disclosure unless the Headteacher has specifically requested them to do so. (see Safeguarding Policy)

8. Inclusion

The school is committed to promoting equality, promoting positive approaches to difference, and fostering respect for people of all cultural and social backgrounds whatever their age, sexuality, faith, ethnicity, gender, disability or additional educational need. Developing positive relationships between pupils of all backgrounds is an essential aspect of the work of the school. We will ensure that all children receive age appropriate and balanced RSE, and we will offer provision appropriate to individual needs where needed. The individual needs of SEND children will be considered very carefully and we will deliver the curriculum that best suits their developmental stage and learning needs. This may be in a whole class setting with individual support, in a small group, involve pre or post teaching and the learning content may be adapted from different year group focusses. We will respond to parental requests and concerns and will take specialist advice where necessary. The SENDCo is involved in adapting lessons where needed and liaising with parents as appropriate. Although most aspects of RSE teaching will be delivered to mixed gender groups, some aspects will be split into single gender or smaller groups so that pupils may find it easier to discuss certain issues such as puberty. We will address gender issues to reduce gender stereotyping and broaden views of gender roles and expectations. We will encourage and support communication between genders to improve their understanding of gender differences, so they are able support and understand each other.

9. Visitors and external agencies

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors (such as school nursing team) from outside school may be invited to contribute to the delivery of RSE in school. All visitors will be familiar with and understand our ethos and values, the school's RSE policy and work within it alongside their own code of practise and professional regulations. As part of school entry to site approach all visitors will be and signed into school with appropriate identification and will be fully DBS checked. As per Safeguarding policy, visitors are supervised/supported by a member of staff and teachers who will always remain present in lessons. The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning and curriculum review.

10. Roles and Responsibilities.

The Role of Parents

Springdale is aware that the primary role in children's development lies with parents and carers. It recognises that the parents are the key figures in helping their children to cope with the emotional, social and physical aspects of growing up and therefore have more responsibility in preparing them for challenges and responsibilities which sexual maturity brings. Parents are encouraged to support the school's RSE programme and have access to this policy via the school website.

Parents are key partners in supporting the school to:

- Maintaining the culture and ethos of the family
- Teaching their children about Relationships and Sex
- Helping their children cope with the emotional and physical aspects of growing up
- Preparing them for the challenges and responsibilities that sexual maturity brings
- Identifying issues

As part of the RSE curriculum we will support our parents to:

- Help children to learn the correct names of the body
- Talk with their children about feelings and relationships
- Answer any questions parents may have

We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. We therefore encourage the children to find an appropriate time to discuss topics covered during RSE and other PSHE lessons with their parents. We will endeavour to make as much information as possible available to support parents in to encourage full involvement. Where necessary, we will consult parents on issues which may arise and will offer opportunity to preview and discuss resources and materials that we intend to use, particularly those used to prepare children for changes experienced at puberty and any additional sex education around conception. This may be done through meetings, telephone conversations, letters, etc. It is important to note that whilst we always seek to engage and inform parents, any final decision on the content, delivery and organisation of our school curriculum always rests with the school and it's Governors.

The role of the Head teacher/PSHE Lead.

It is the responsibility of the Headteacher alongside the PSHE Lead to ensure all staff and parents are informed about our Relationships and Sex Education policy, and that the policy is implemented effectively. The Headteacher has a designated staff member responsible for Sex Education within the school. This person will be given sufficient training so they can teach effectively and handle any difficult issues with sensitivity.

11. Working with parents/Parental right of withdrawal

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

We highly value the partnership between school and home and will promote open and informative two-way communication. We always welcome dialogue with parents about the content of our RSE programme and how we can best support them to engage with their children on these topics. Parents will be reminded of content of the Growing and Changing unit before this area of learning beginnings and be offered the opportunity to discuss the content and delivery of the programme with the subject co-ordinator if required.

Current regulation from the Department for Education states that primary schools must deliver Relationships Education from September 2020. As per the DfE guidance document, there is no parental right of withdrawal from Relationships Education (or Health Education) content within the school curriculum, or from any statutory Sex Education which forms part of the National Curriculum for Science. These are statutory requirements which the DfE mandates schools to teach; please see the statutory document if further information is required.

Whilst Springdale believes that all of the content within our school's PSHE/RSE curriculum is of the utmost importance and relevance to all pupils, including any additional non-statutory

elements, we recognise and support the fact that parents have the legal right to request that their child be withdrawn from some or all of any additional non-statutory sex education lessons.

At Springdale this comprises of 1 Lesson in Year 6: Making Babies : Conception and birth of a baby

Parents wishing to exercise their right to withdraw their children from this non-statutory sex education lesson should contact the PSHE Lead or Headteacher who will explore any concerns and discuss any impact that withdrawal may have on their child. We encourage parents, where possible, not to remove their child as it is important for children to understand the facts, have opportunities to ask questions and to learn alongside peers rather than becoming misinformed through hearsay. If, after discussion, parents still wish their child to be withdrawn from this session, this decision will be agreed and recorded.

Any child withdrawn from the programme will be taught elsewhere in the school, using the time to support or reinforce a different area of learning. Teachers will ensure, as far as possible, that the contents of RSE lessons are not discussed within the classroom after the session, however, we cannot guarantee this outside the learning environment such as playtime, lunchtime, or before and after school. If a child is removed, wholly or partially, it becomes the parents/carers responsibility to ensure their child's learning in this area is met.

12. Monitoring and Evaluation

This will in the first instance be undertaken by the lead teacher with responsibility for coordinating RSE, (part of the PSHE Lead role), who will monitor the impact of the policy/curriculum on children's learning, and report to SLT, who will assist the headteacher to report to the governing body. All monitoring will follow school policy.

The PSHE Lead will monitor and review the teaching of Relationships and Sex Education, through learning evidence found in PSHEe books/PSHEe Teamwork folders and end of unit questionnaires will be completed by the children and evaluated to inform planning. Mind mapping and questionnaires will be used to assess pupil prior knowledge.

Staff involved in teaching the RSE programme will meet to discuss and amend the programme as required. The training needs of staff will be regularly monitored and INSET provided as needed.

13. Dissemination of the policy

A copy of the policy can be found in the staff shared area in the PSHE Resources folder and on the school website.

All teaching staff members and governors have agreed the school's RSE policy.

A paper copy of the RSE policy is available from the school office if a parent requests to see it or have a copy. We welcome parents' comments at any time on this policy or the teaching emanating from it. The Governor's are kept informed of RS/PSHE Updates and the school prospectus has a section on RSE in school. Support for parents can be found on the website in PSHE at Home [PSHE | Springdale Primary](#)

14. Policy review and consultation

This Policy has been written in consultation with SMT, staff, pupils, Governors and supported by an independent PSHE expert.

Signed by:

PSHE Lead

Name

Date

Headteacher

Name:

Date:

Governing body representative

Name:

Date:



Appendix 1.


Springdale PSHE long-term plan based on SCARF half-termly units

Theme Overview,

Year/Half-termly unit titles	Autumn 1 Me and my Relationships	Autumn 2 Valuing Difference	Spring 1 Rights, Respect, Responsibilities	Spring 2 Being Healthy (Being my best)	Summer 1 Keeping Safe (Keeping myself safe)	Summer 2 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Keeping my body safe Safe secrets and touches People who help to keep us safe	Cycles Life stages Girls and boys – similarities and difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Safe and unsafe secrets Appropriate touch Medicine safety	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Managing risk Decision-making skills Drugs and their risks Staying safe online	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Body changes during puberty Managing difficult feelings Relationships including marriage

<p>Y5</p>	<p>Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs</p>	<p>Recognising and celebrating difference, including religions and cultural Influence and pressure of social media</p>	<p>Rights and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending</p>	<p>Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community</p>	<p>Managing risk, including online safety Norms around use of legal drugs (tobacco, vaping, alcohol, D) Decision-making skills</p>	<p>Managing difficult and changing feelings Managing change: How my body is changing and why. How my feelings help Keeping myself safe: Where to go to get help</p>
<p>Y6</p>	<p>Assertiveness Cooperation Safe/unsafe touches Positive relationships</p>	<p>Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping</p>	<p>Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy</p>	<p>Aspirations and goal setting Managing risk Looking after my mental health</p>	<p>Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)</p>	<p>Managing changes Keeping safe: What is safe to share? Body Image: Feeling positive about myself Peer Pressure Conception/birth of a baby. Parental right of withdrawal Self-esteem:/When do I feel good about myself</p>

Appendix 2. Keeping Safe and **Growing & Changing units**

 Safety, Caring, Achievement, Resilience, Friendship	Summer 1 Keeping Safe (Keeping myself safe)	Summer 2 Growing and Changing
EYFS	<ul style="list-style-type: none"> • Keeping my body safe • Safe secrets and touches • People who help to keep us safe 	<ul style="list-style-type: none"> • Cycles • Life stages • Girls and boys – similarities and difference
Year 1	<ul style="list-style-type: none"> • How our feelings can keep us safe – including online safety • Safe and unsafe touches • Medicine Safety • Sleep • Keeping our Privates Private Talk PANTS & Join Pantosaurus - The Underwear Rule NSPCC 	<ul style="list-style-type: none"> • Getting help • Becoming independent • My body parts • Taking care of myself and others
Year 2	<ul style="list-style-type: none"> • Safe and unsafe secrets • Appropriate touch • Medicine safety 	<ul style="list-style-type: none"> • Life cycles • Dealing with loss • Being supportive • Growing and changing • Privacy
Year 3	<ul style="list-style-type: none"> • Managing risk: Is it dangerous? • Decision-making skills • Drugs and their risks: alcohol and tobacco • Staying safe online 	<ul style="list-style-type: none"> • Relationships and families • Changing bodies and puberty • Keeping safe • Safe and unsafe secrets • Personal Hygiene
Year 4	<ul style="list-style-type: none"> • Managing risk: Danger, risk or Hazard? • Understanding the norms of drug use (cigarette and alcohol use) • Medicines • Influences • Online safety 	<ul style="list-style-type: none"> • Body changes • Managing difficult feelings • Relationships including marriage
Year 5	<ul style="list-style-type: none"> • Managing risk, including online safety • Norms around use of legal drugs (tobacco,vaping, alcohol) 	<ul style="list-style-type: none"> • Managing difficult feelings • Managing change

	<ul style="list-style-type: none">• Decision-making skills- Dilemma's and advice	<ul style="list-style-type: none">• Preparing for puberty• How my feelings help• Keeping safe• Getting help
Year 6	<ul style="list-style-type: none">• Understanding emotional needs• Staying safe online• Drugs: norms and risks (including the law)• Responsible actions and responses	<ul style="list-style-type: none">• Coping with changes• Keeping safe inc. on line• Body Image• Conception/birth of a baby. Parental right of withdrawal• Self-esteem• Managing media pressure

Sensitivity: NOT PROTECTIVELY MARKED