Leesland C of E Federation

Personal Development Learning and Relationships and Sex Education Policy

"Two Schools, One Vision"

Approval By:	Full Governing Body
Review Frequency:	3 years
Last Reviewed:	Autumn 2023
Next Review Due:	Autumn 2026

Review Approved (signature): EXECUTIVE HEADTEACHER

ON BEHALF OF THE GOVERNING BODY

Date Approved: 28th November 2023

1. Vision and Values

*Through our core Christian values, we aim to create an environment in which everybody feels **loved** enough to aspire to greatness, **respected** enough to build a community locally and globally, and **gracious** enough to include everyone on our journey to achieve a bright future for everyone.*

At Leesland C of E Federation, Personal Development Learning (PDL) is a vital part of the education of every child. Through a planned programme of learning, we aim to provide our pupils with the knowledge, skills and understanding that they need in order to flourish in their lives both now and in the future. As part of a whole federation approach, we aim to develop the attributes our pupils need to thrive as individuals, as part of a family and as confident, fulfilled and kind members of the wider community.

We are committed to supporting the mental health and wellbeing of our pupils and staff to ensure that the school is a community where everyone feels able to thrive. Positive mental wellbeing is essential if children and young people are to flourish and lead fulfilling lives.
We take the view that positive mental health is everybody's business and that we all have a role to play.

At Leesland, we aim to ensure that children are able to manage times of change and stress, and that they are supported to reach their potential or access help when they need it. Children are taught when to seek help, what help is available, and the likely outcome of seeking support so that they have the confidence and knowledge for themselves or others. We also have a role to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health and how they can help reduce the stigma surrounding mental health issues.

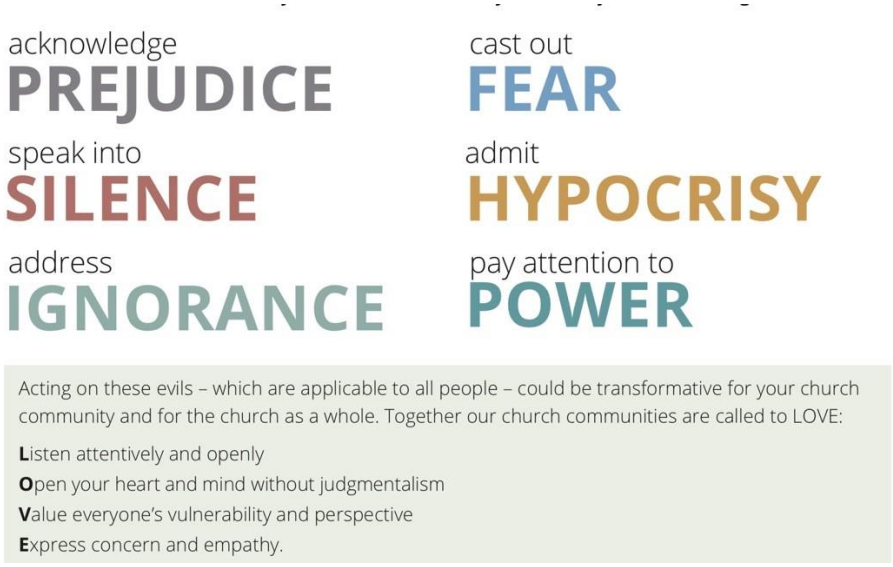
We believe that teaching about mental health and emotional wellbeing as part of a comprehensive Personal Development Learning (PDL) education curriculum is vital.

We want everyone at Leesland to understand and respect our common humanity, diversity and differences so that we all go on to form the effective, happy and fulfilling relationships that are an essential part of life and learning.

Relationships and Sex Education (RSE) is not just about the emotional, social and physical aspects of growing up, healthy relationships, sex, human sexuality and sexual health. It is also about the spiritual and moral aspects of relationships within a context of a Christian vision for the purpose of life.

"Relationships and sex are good gifts from God and should bring joy. In our experience young people most desire to learn about (and have modelled for them) good, healthy relationships." C of E response to the call for evidence on RSE 2020."

All members of our Leesland community commit to the Church of England Pastoral Principles:



2. Aims

We aim for our PDL curriculum to support pupils to develop the Foundations of Learning: self-awareness; thinking skills; collaboration & relationships; independence & resilience, enabling them to:

- Have a sense of purpose
- Value themselves and others
- Form healthy and positive relationships
- Make and act on informed decisions
- Communicate effectively
- Challenge injustice and inequality in all its forms, including promoting anti-racism; gender equality; LGBT+ equality; disability equality
- Understand the rights of all people to live freely within their sexual orientation; gender identity; cultural, heritage and race identity, without discrimination or oppression
- Work well with others
- Respond to challenge
- Take active responsibility for their own learning

- Be active citizens within the local & global community
- Explore issues related to living in a democratic society
- Be happy, healthy and fulfilled individuals

The aims of RSE within our federation are to:

- Promote safe, equal, caring & enjoyable relationships and discuss real life issues appropriate to the age and maturity of the children
- Meet the needs of all pupils with diverse experiences, heritage, culture and those with Special Educational Needs and Disabilities
- Foster gender equality & LGBT+ equality & challenge all forms of discrimination
- Give a positive view of human sexuality with honest, medically accurate information, so that pupils can learn about their bodies in ways that are appropriate to their age and maturity
- Keep parents/carers informed about what their children are learning and how they can contribute at home
- Provide education based on reliable sources of information about the law and legal rights. Distinguishing between fact and opinion
- Provide opportunities to reflect on values and influences (such as from peers, media, faith & culture) that may shape children's attitudes to relationships & sex, and nurture respect for different views
- Help children to understand the rights of all people to live their lives freely within their sexual orientation and gender identity without discrimination and to honour the dignity of others
- Provide a framework in which sensitive discussions can take place
- Give pupils the understanding, vocabulary and strategies they require to keep themselves safe and to thrive within good, stable long-term relationships of all kinds.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

PDL, or PSHE, is a non-statutory subject. However, the relationships and health aspects of PSHE education is compulsory in all schools from September 2020. As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

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

At Leesland C of E Federation we teach PDL and RSE as set out in this policy.

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3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy

4. Pupil consultation – we investigated what exactly pupils want from their RSE

5. Governor approval – once amendments are made, the policy is shared with governors and approved

4. Definition

Personal Development Learning (PDL) is the term we use at Leesland for Personal, Social, Health and Economic (PSHE) Education. PDL encompasses many areas of study. It helps to equip our pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions about their lives. It includes drugs education, financial education, relationships & sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle.

Personal Development Learning at Leesland C of E Federation enables children to become healthy, independent and responsible members of society. It is closely linked to our Foundations of Learning: thinking skills, self-awareness, collaboration & relationships, independence & resilience. It promotes our core Christian values of Love, Grace & Respect and reinforces our school rules: Be Ready, Be safe, Be Respectful.

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

At Leesland C of E Federation, relationships and sex education includes teaching about friendship, families, consent, relationship abuse, sexual exploitation and safe online relationships in a sensitive and age appropriate way. We aim to promote healthy, resilient relationships set in the context of character and virtue development, with a focus on respecting others, including the beliefs and practices of people with a specific faith commitment as well as those from the many different types of families that make up our cultural context. We will promote loving, caring relationships in all forms that honour the dignity of all people and of humanity.

5. Curriculum

PDL is an important part of the Leesland curriculum offer. We have tailored our programme of study to reflect the needs of our community and our pupils, to reflect society and to complement other curriculum content. Our programme of study for children in Years 1 – 6 covers:

- Identity, Diversity and Equality
- Rights, Responsibilities and consent
- Careers and Finances
- Respectful Relationships
- Staying Safe
- Healthy, Balanced Lifestyles

Children in Year R are taught PDL through the EYFS framework aspect of Personal, Social and Emotional Development (PSED).

Personal development learning will be accessed by all pupils at Leesland. This will be facilitated through a range of activities and opportunities including:

- Teacher directed activities in the classroom
- Circle time style discussions

- Debates
- Visits and visitors
- P4C style enquiries
- Collective Worship sessions
- Playtime and lunchtime learning opportunities and activities
- Extracurricular opportunities within the local community (such as the Civic Award)
- Homework challenges

RSE is taught within the PDL curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Our curriculum is set out as per Appendix 1and 2 but we may need to adapt it as and when necessary.

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

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

Sex education is not compulsory in primary schools. However, we believe it is an important part of our curriculum.

Our sex education will focus on:

- Preparing children for the changes that adolescence brings
- How a baby is conceived and born

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).

Additional consideration is given to the needs of children with Special Educational Needs and disabilities (SEND) and, as will all of our curriculum teaching, staff will make adjustments and use their professional knowledge and skills to meet the diverse needs of all pupils.

We work with colleagues in feeder settings, including pre-schools and secondary schools, to inform them of our curriculum provision and provide them with information about the needs of individual children as well as asking them for relevant information about the needs of children joining our Leesland family. This is all done in collaboration with family members and external agencies, so we continue to work in a joined-up way to meet the needs of all pupils.

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

6. Roles and responsibilities

6.1 The governing body

The governing body will approve the PDL and RSE policy and hold school leaders to account for its implementation.

6.2 The Executive Headteacher

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

6.3 Staff

Staff are responsible for:

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

Staff do not have the right to opt out of teaching PDL or RSE. Staff who have concerns about teaching any aspect of the curriculum are encouraged to discuss this with the headteacher. Class Teachers are responsible for teaching the full curriculum offer in our schools.

6.4 Pupils

Pupils are expected to engage fully in all aspects of our curriculum, with the exception of where their parent/carer has specifically and formally requested they be withdrawn from RSE. When discussing all issues and themes, children and adults are expected to treat others with respect and sensitivity.

7. Parents' right to withdraw (RSE only)

Parents do not have the right to withdraw their children from relationships education, health education or the science curriculum.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE only. At Leesland, this means some of the Year 6 teaching which include age appropriate discussions on adult sexuality and how a baby is conceived and born (CWP lesson 3). Requests for withdrawal from these sessions should be put in writing using the form found in Appendix 5 of this policy and addressed to the headteacher. Alternative work will be given to pupils who are withdrawn from sex education element of the curriculum.

8. Training

Staff are trained on the delivery of RSE, as well as other curriculum areas, as part of their induction and it is included in our continuing professional development calendar.

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

9. Monitoring arrangements

The delivery of the PDL and RSE curriculum is monitored by the PDL subject leader through:

- Planning scrutiny
- Learning Walks
- Pupil conferencing/surveys
- Monitoring of 'big books'

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

Appendix 1: Infant School PDL Curriculum map

Personal Development Learning Long Term Plan

*Through our Core Christian values, we aim to create an environment in which everybody feels **loved** enough to aspire to greatness, **respected** enough to build a community, and **gracious** enough to include everyone in our journey to achieve a bright future.*

Personal Development Learning at Leesland C of E Federation enables children to become healthy, independent and responsible members of society. It is closely linked to our Foundations of Learning: thinking skills, self-awareness, collaboration & relationships, independence & resilience. It promotes our core Christian values of Love, Grace & Respect and reinforces our school rules: Be Ready, Be safe, Be Respectful.

We have chosen 6 key themes which are colour coded to highlight how the spiral curriculum develops over a child's journey through the federation. We recognise that these themes overlap.

	Identity, Diversity & Equality	**Rights, responsibilities & consent**	**Career / finances**	**Relationships**	**Staying safe**	**Healthy, balanced lifestyle**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	How can we look after each other and the world? ★	What can we do with money?	What makes us special?	What helps us stay healthy?	Who is the same and different about us? ★	Who helps to keep us safe?
Year 2	What makes a good friend? What is bullying? ★	What helps us to stay safe?	What helps us grow and stay healthy? How do we recognise our feelings?	What is the same and different about us? ★	What is a safe relationship? ★	What jobs do people do? ★

★ Star indicates where children can learn about a protected characteristic.

Year 1 - Over the year, pupils learn: to share their views and opinions with others	
Autumn 1: How can we look after each other and the world?	Autumn 2: What can we do with money?
Pupils learn: - about group and class rules and why they are important - how to manage change when moving to a new class/year group - how kind and unkind behaviour can affect others. - how to play and work co-operatively - the responsibilities they have in and out of the classroom - To understand the protected characteristic of gender, disability, race.	Pupils learn: - what money is - that money comes in different forms - how money is obtained (e.g. earned, won, borrowed, presents) - how people make choices about what to do with money, including spending and saving - the difference between needs and wants - that people may not always be able to have the things they want - how to keep money safe and the different ways of doing this
Spring 1 What makes us special?	Spring 2 What helps us stay healthy?
Pupils learn: - that family is one of the groups they belong to, as well as, for example, school, friends, clubs - about the different people in their family / those that love and care for them - what their family members, or people that are special to them, do to make them feel loved and cared for - how families are all different but share common features – what is the same and different about them - about different features of family life, including what families do / enjoy together - that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried	Pupils learn: - what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) - that things people put into or onto their bodies can affect how they feel - how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy
Summer 1 Who is special to us?	Summer 2 Who helps to keep us safe?
Pupils learn: - what they like/dislike and are good at - what makes them special and how everyone has different strengths - how their personal features or qualities are unique to them - how they are similar or different to others, and what they have in common - to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private - To understand the protected characteristic of gender and sex.	Pupils learn: - that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people - who can help them in different places and situations; how to attract someone's attention or ask for help; what to say - how to respond safely to adults they don't know - what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard - how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say

Year 2 - Over the year, pupils learn: to share their views and opinions with others

Autumn 1: What makes a good friend? What is bullying?

Pupils learn:

- about class rules and why they are important
- how to make friends with others
- how to recognise when they feel lonely and what they could do about it
- how people behave when they are being friendly and what makes a good friend
- how to resolve arguments that can occur in friendships
- how to ask for help if a friendship is making them unhappy
- how words and actions can affect how people feel
- why name-calling, hurtful teasing, bulling and deliberately excluding others is unacceptable
- how to respond if this happens in different situations
- how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so.
- To understand the protected characteristic – age, gender, disability.

Autumn 2: What helps us to stay safe?

Pupils learn:

- how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online)
- how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them
- how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets
- how not everything they see online is true or trustworthy and that people can pretend to be someone they are not
- how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them

Spring 1: What helps us grow and stay healthy? How do we recognise our feelings?

Pupils learn:

- that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest
- that eating and drinking too much sugar can affect their health, including dental health
- how to be physically active and how much rest and sleep they should have everyday
- that there are different ways to learn and play; how to know when to take a break from screen-time
- how sunshine helps bodies to grow and how to keep safe and well in the sun
- how to recognise, name and describe a range of feelings
- what helps them to feel good, or better if not feeling good
- how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)
- how feelings can affect people in their bodies and their behaviour
- ways to manage big feelings and the importance of sharing their feelings with someone they trust
- how to recognise when they might need help with feelings and how to ask for help when they need it

Spring 2: What is the same and different about us?

Pupils learn:

- to recognise what they are good at and set simple goals
- about growing, changing and becoming more independent
- about the importance of respect for differences and similarities between people
- about groups and communities that they belong to.
- To understand the protected characteristic – gender, disability, marriage, sexual orientation.

Summer 1: What is a safe relationship?

Pupils learn:

- about the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid
- about appropriate and inappropriate touch
- that hurtful teasing and bullying is wrong
- what to do if teasing and bullying is happening
- To name body parts correctly (including external genitalia);
- About growing and changing and being more independent
- about different kinds of feelings
- simple strategies to manage feelings
- about how it feels when there is change or loss
- about recognising how other people are feeling
- about sharing feelings their own feelings with others
- To understand the protected characteristic of gender,sex and sexual orientation..

Summer 2: What jobs do people do?

Pupils learn:

- how jobs help people earn money to pay for things they need and want
- about a range of different jobs, including those done by people they know or people who work in their community
- how people have different strengths and interests that enable them to do different jobs
- how people use the internet and digital devices in their jobs and everyday life
- To understand the protected characteristic – pregnancy, disability, religion and gender.

Appendix 2: Junior School PDL Curriculum map

SUBJECT - PDL				
	Year 3	Year 4	Year 5	Year 6
Autumn	**Acting with love, grace, and respect.** **Key Concept:** To understand and apply the core Christian Values. **Key Question:** How can we show the core Christian values at in all our communities? **Unit Summary:** • the school vision & values and to discuss their meaning. • to respect the needs, feelings & property of others. • to forgiving others – even when it's difficult to do so • About the importance of self-respect in maintaining wellbeing and health • The benefits for self and society of proactively doing good and helping others • to recognise bullying • how to respond and ask for help Protected Characteristics: • age • disability • race • religion or belief British Value: Mutual Respect, rule of law, democracy, individual liberty	**Acting with love, grace, and respect.** **Key Concept:** To understand and apply the core Christian Values. **Key Question:** How can I use the core Christian Values to help me in my communities? **Unit Summary:** • the school vision & values and to discuss their meaning. • to respect the needs, feelings & property of others. • to forgiving others – even when it's difficult to do so • About the importance of self-respect in maintaining wellbeing and health • The benefits for self and society of proactively doing good and helping others • to recognise bullying • how to respond and ask for help • to reflect and celebrate their achievements, identifying their strengths & weaknesses and areas for improvement • to recognise and challenge stereotypes • develop strategies to resolve disputes and conflicts through negotiation & appropriate compromise Protected Characteristics: • age • disability • race • religion or belief British Value: Mutual Respect, Liberty, rule of law	**The importance of community – Love, Grace and Respect.** **Key Concept**: To recognise and respect different communities. **Key Question:** How do we show the core Christian Values as part of a community? **Unit Summary:** • about what it means to be a part of a community about different groups / individuals that support the local community • about the role of voluntary, community and pressure groups • to appreciate the range of national, regional, religious and ethnic identities in the UK • about the lives, values and customs of people living in other places Protected Characteristics: • age • disability • race • religion or belief British Value: Mutual Respect	**Acting with love, grace, and respect.** **Key Concept:** To recognise the school's visions and values and apply these to the wider world. **Key Question:** What does it mean to show love, grace, and respect in the wider community? **Unit Summary:** • the school vision & values and to discuss their meaning in the context of the wider world; • to respect the needs, feelings & property of others in school, at home and in the community; • to forgiving others – even when it's difficult to do so • About the importance of self- respect in maintaining wellbeing and health • The benefits for self and society of proactively doing good and helping others • to recognise bullying and unacceptable behaviour • how to respond, stay safe and ask for help • to reflect and celebrate their achievements, identifying their strengths & weaknesses and areas for improvement • to recognise and challenge stereotypes • develop strategies to resolve disputes and conflicts through negotiation & appropriate compromise Protected Characteristics: • age • disability • race • religion or belief • sex • sexual orientation • gender reassignment British Value: Mutual Respect, rule of law, democracy, individual liberty

	Rules to keep us safe. **Key Concept:** To understand and recognise that rules are there to keep us safe. **Key Question:** How can we stay safe at home, school, and the environment? **Unit Summary:** • about the importance of school rules for health and safety • that simple hygiene routines can prevent the spread of bacteria and viruses • about how to get help in an emergency • about keeping safe in the local environment • about people who help them stay healthy and safe • about the difference between acceptable and unacceptable physical contact • how to respond to unacceptable physical contact • about the concept of keeping something confidential or secret about when they should or should not agree to keeping a secret. British Value: Rule of the law, democracy	**Healthy Lifestyles** **Key Concept:** To understand how to make choices to lead a healthy lifestyle. **Key question:** What can I do to maintain a healthy lifestyle? **Unit Summary:** • about what makes a 'balanced lifestyle' • about making choices in relation to health • about what is meant by a habit • how habits can be hard to change • about drugs that are common in everyday life (medicines, caffeine, alcohol and tobacco) • about people who help them stay healthy and safe • how actions can affect ourselves and others British Value: individual liberty	**Healthy Choices**. **Key Concept:** To understand the range of factors that can affect a healthy lifestyle. **Key question:** How can we make personal and informed choices about our health? **Unit Summary:** • about what makes a 'balanced lifestyle' • about making personal and informed choices in relation to health • about what is meant by a habit – both healthy and harmful • how some habits can be hard to change • about drugs that are common in everyday life (medicines, caffeine, alcohol and tobacco) • about a range of people who can help them stay healthy and safe • how actions can affect ourselves and others British Value: individual liberty	**Managing Risk.** **Key Concept:** To recognise and understand the importance of managing own risk. **Key Question:** How can different influences affect my safety? **Unit Summary:** • about independence, increased responsibility and keeping safe strategies for managing risk • about different influences on behaviour, including peer pressure and media influence • how to resist unhelpful pressure and ask for help about strategies for managing personal safety online • what to consider before sharing pictures of themselves and others online • how anti-social behaviours can affect wellbeing • how to handle, challenge or respond to anti-social or aggressive behaviours • how actions can affect ourselves and others British Value: individual liberty, rule of law

Spring	**Our Responsibilities** **Key Concept:** To understand own rights and responsibilities in communities. **Key Question:** What are our rights and responsibilities as children? **Unit Summary:** • about their responsibilities, rights and duties (home, school and the environment) • how actions can affect ourselves and others Protected Characteristics: • age • disability • race • religion or belief • Sex British Value: Mutual Respect, Liberty	**Diversity.** **Key Concept**: To celebrate our differences and similarities. **Key Question:** How are the values and customs of others similar/different to my own? **Unit Summary:** • to appreciate difference and diversity (people living in the UK) • about the values and customs of people around the world • about what is meant by 'stereotypes' Protected Characteristics: • age • disability • race • religion or belief • sex • sexual orientation • gender reassignment • British Value: tolerance, individual liberty and respect, rule of law	**What discrimination means.** **Key Concept:** To recognise and challenge stereotypes. **Key Question**: How can we challenge discrimination? **Unit Summary:** • how actions can affect ourselves and others • about discrimination, teasing, bullying and aggressive behaviour and its effect on others • about the factors that make people the same or different • to recognise and challenge 'stereotypes' • about the correct use of the terms sex, gender identity and sexual orientation Protected Characteristics: • age • disability • race • religion or belief • sex • sexual orientation • gender reassignment British Value: Mutual Respect, Liberty	**Human Rights.** **Key Concept:** To understand about human rights and the impact these have. **Key Question:** How does having human rights support our lives? **Unit Summary:** • why and how laws are rules and laws are made • how to take part in making and changing rules • about the importance of human rights (and the • Rights of the Child) • about the UN declaration on the Rights of the Child • about the right they have to protect their body • that harmful practices (such as FGM and forced marriage) are against British law (illegal) and in contradiction with human rights • that human rights overrule any beliefs, ideas or practices that harm others that female genital mutilation (FGM) is physical abuse and is illegal • about the importance of speaking out about FGM • that to force anyone into marriage (forced marriage) is illegal • about the importance speaking out about forced marriage • about confidentiality • about times when it appropriate and necessary to break a confidence. Protected Characteristics: • age • disability • race • religion or belief • sex • sexual orientation • gender reassignment British Values: rule of law, mutual respect

	Healthy Lifestyles. **Key Concept:** To understand the variables that may affect a healthy lifestyle. **Key Question**: What choices can I make to ensure I have a healthy lifestyle? **Unit Summary:** • What positively & negatively affects physical health • about what makes a 'balanced lifestyle' • about making choices in relation to health • about what makes up a balanced diet • about opportunities they have to make their own choices about food • about what influences their choices about food. British Value: individual liberty	**Keeping safe.** **Key Concept**: To manage everyday risks. **Key Question:** How do my own and other actions affect the risk in my life? **Unit Summary:** • to recognise and managing risks in different situations (both familiar and new) and decide how to manage these (including dares & road safety) • about how actions affect themselves and others • about people who help them stay healthy and safe • to recognise when they need help & skills for asking for help. British Values: Individual liberty, tolerance, democracy, rule of law.	**Staying Safe.** **Key Concept:** To develop strategies to manage personal safety. **Key question**: What steps can we take to manage personal safety? **Unit Summary:** • Strategies for keeping emotionally and physically safe, including road safety & safety in the local area. • Recognise when they need help & skills for asking for help. • Techniques for resisting pressure to do something dangerous, unhealthy or that makes them feel uncomfortable or anxious. • Recognise how increasing independence brings increased responsibility to keep self & others safe. • How to keep safe and well when using a mobile phone • About strategies for managing personal safety online • What to consider before sharing pictures of themselves and others online • About the importance of personal boundaries and the right to privacy • To be critical of what they see and read in the media • To critically consider information they choose to forward to others British Values: Individual liberty, tolerance, democracy.	**Staying Healthy.** **Key Concept:** To understand what positive and negative influences may affect our lives. **Key Question**: How can we make the right choices to ensure we maintain a healthy lifestyle? **Unit Summary:** • about positively and negatively affects health and wellbeing (including mental and emotional health) • how to make informed choices that contribute to a 'balanced lifestyle' • which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted, and some are illegal to own, use and give to others • about who is responsible for their health and wellbeing • where to get help advice and support British Values: Individual liberty, tolerance, democracy. Rule of law

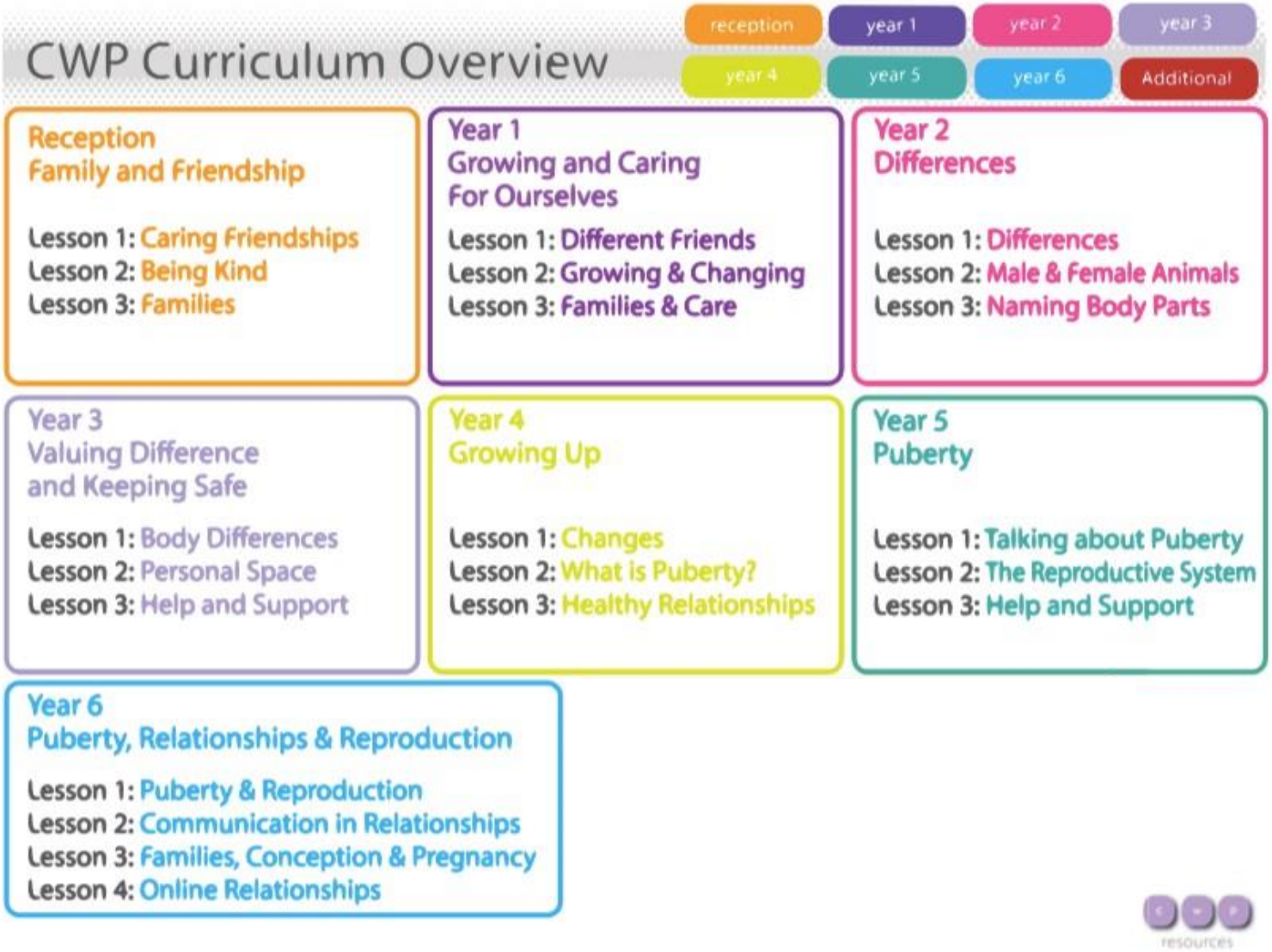
Summer	**Respectful Relationships** **Key Concept**: To develop an understanding of a healthy relationship. **Key question:** How can we make choices about our own bodies? **Unit Summary:** • to recognise and respond appropriately to a wide range of feelings in others • to know that everyone has the right to say what they like and don't like and how to say no (consent) or ask for help • To name male and female body parts correctly (including external genitalia). • about different relationships – acquaintances, friends, relatives • some of the differences and similarities between people • that people & relationships may be different, but everyone is of equal value • What makes a healthy relationship? • skills to form & maintain healthy relationships • about actions affect self & others British Values: Individual liberty, tolerance, democracy.	**Respectful Relationships**. **Key Concept**: To learn basic facts about puberty. **Key Question:** How is my body going to change during puberty? **Unit Summary:** • to recognise a wide range of feelings in others and how to respond appropriately to how others are feeling • about what makes a positive, healthy relationship (including friendships) • how to maintain good friendships • about the human lifecycle • some basic facts about puberty • about everyone's right to say no to worrying/upsetting things, including inappropriate touching • that puberty is linked to human reproduction Protected Characteristics: • marriage and civil partnership. British Values: Individual liberty, tolerance, democracy.	**Respectful Relationships.** **Key Concept:** To understand the physical and emotional changes of puberty. **Key Question:** How can I keep my body healthy during puberty? **Unit Summary:** • about the emotional and physical changes that occur during puberty • to understand male and female puberty changes in more detail • about the impact of puberty on the body and the importance of physical hygiene • how to ask for support during puberty • about everyone's right to say no to worrying/upsetting things, including inappropriate touching • to recognise when a relationship is healthy or unhealthy British Values: Individual liberty, tolerance, democracy.	**Respectful Relationships**. **Key Concept:** To develop an understanding of human reproduction. **Unit Summary:** • about puberty and human reproduction • about physical and emotional behaviour in relationships • to know about the process of conception and pregnancy • to explore positive and negative ways of communicating in relationships • about the factors that make people the same or different • to recognise and challenge stereotypes about the correct use of the terms sex, gender identity and sexual orientation Protected Characteristics: • age • disability • race • religion or belief • sex • sexual orientation • gender reassignment British Values: Individual liberty, tolerance, democracy.

	The World of Work **Key Concept:** To recognise and respond to working collaboratively. **Key Question**: How can we work together to achieve shared goals? **Unit Summary:** • about what is meant by 'stereotypes' • about what it means to be 'enterprising' • about working collaboratively toward shared goals • to recognise their achievements and set personal targets for the future **British Values: Individual liberty, democracy**	**Managing our money.** **Key Concept**: To develop an understanding about the role of money. **Key Question:** How can I learn more about managing money? **Unit Summary:** • about the role of money • ways of managing money (budgeting and saving) • about being a critical consumer • that images in the media do not always reflect reality British Values: Individual liberty, tolerance, democracy.	**Enterprise.** **Key Concept**: To recognise the different ways to celebrate goals. **Key Question:** How can enterprise support personal achievement? **Unit Summary:** • about different ways of achieving and celebrating personal goals; • how having high aspirations can support personal achievements • What it takes to set up an enterprise • About what enterprise means for work and society British Values: Individual liberty, tolerance, democracy.	**How money affects us** **Key Concept:** To recognise how finance plays a big part in our lives. **Key Question:** Why is it important to look after finances? **Unit Summary:** • how finance plays an important part in people's lives • about being a critical consumer • about what is meant by 'interest', 'loan', 'debt' • about the importance of looking after money, • including managing loans and debts • that people pay 'tax' to contribute to society how resources are allocated and the effect this has on individuals, communities and the environment • to research, discuss and debate to discuss and debate issues concerning health and wellbeing British Values: Individual liberty, tolerance, democracy.

Protected Characteristics	**When they are covered.**
Age	Yr3 Aut 2, yr4 aut 1, Yr4 Aut2, Yr5 Aut 1, Yr5 Aut 2, Yr6 Aut 1, Yr6 Spr 2
Disability	Yr3 Aut 2, yr4 aut 1, Yr4 Aut2, Yr5 Aut 1, Yr5 Aut 2, Yr6 Aut 1, Yr6 Spr 2
Gender reassignment	Yr5 Aut 2, Yr6 Aut 1, Yr6 Spr 2
Marriage and civil partnership	Yr3 Sum1, yr4 aut 1, Yr4 spr2, Yr5 Aut 2, Yr6 Aut 1, Yr6 Spr 2
Race	Yr3 Aut 2, yr4 aut 1, Yr4 Aut2, Yr5 Aut 1, Yr5 Aut 2, Yr6 Aut 1, Yr6 Spr 2
Religion or belief	Yr3 Aut 2, yr4 aut 1, Yr4 Aut2, Yr5 Aut 1, Yr5 Aut 2, Yr6 Aut 1, Yr6 Spr 2
sex	Yr3 Aut 2, yr4 aut 1, Yr5 Aut 2, Yr6 Aut 1, Yr6 Spr 2
Sexual orientation.	Yr5 Aut 2, Yr6 Aut 1, Yr6 Spr 2

British Values	Democracy	Mutual Respect and Tolerance	Rule of Law	Individual Liberty
Year 3	Aut 1, Spr 1, Sum 1 and 2	Aut 2, Spr 1, Sum 1	Aut 1, Spr 1, Sum 1	Aut 1, Spr 1 and 2, Sum 1 and 2
Year 4	Spr 2, Sum 1 and 2	Aut 1 and 2, Spr 1 and 2, Sum 1 and 2	Aut 1 and 2, Sum 1	Aut 1 and 2, Spr 1 and 2, Sum 1 and 2
Year 5	Aut 1	Aut 1 and 2	Spr 2, Sum 1 and 2	Aut 2, Spr 1 and 2, Sum 1
Year 6	Aut 1, Spr 2, Sum 1 and 2	Aut 1 and 2	Aut 1 and 2, Spr 1 and 2	Aut 1, Spr 1 and 2

Appendix 3: Relationships and sex education scheme of work - Christopher Winters Project (CWP). To be taught as part of the 'Respectful Relationships' unit in each year group.



Appendix 4: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• 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	• 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	• 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	• 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	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 5: 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 *(optional)*			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. Eg: Child X will be taking part in all PDL and relationships lessons. During the sex education lessons he will be working independently on a project in a Year 5 classroom whilst other Year 6 children are in sex education lessons.