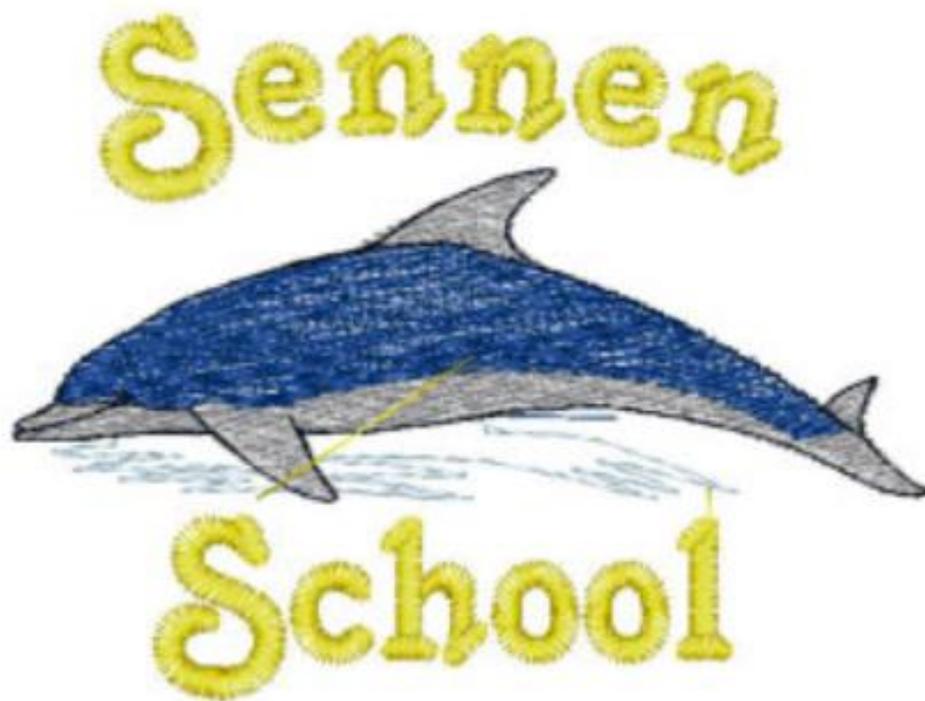


# Relationships and sex education policy



Approved by:

Date:

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## Introduction

This is the policy of Sennen School on the approach taken to Relationships, Sex and Health Education (RSHE), approved by the Local Governing Body on [tbc] following a consultation with parents and carers [tbc].

## Legal context

The law was changed with effect from September 2020 so that primary schools in England must teach relationships education and health education (*The Children and Social Work Act 2017*).

- The relationships education part of the new curriculum teaches what children need to learn to build positive and safe relationships with family and friends and online.
- The health education part of the new curriculum covers both physical health and mental wellbeing and teaches children how to make good decisions about their own health and wellbeing; how to recognise issues in themselves and in others; and how to seek support as early as possible when issues arise.

Sex education is not compulsory in primary schools, but:

- The new curriculum for relationships education and health education does include content on puberty.
- The national curriculum for science includes subject content in related areas, such as the main external body parts; the human body as it grows from birth to old age (including puberty); and reproduction in some plants and animals.

Following this change in the law, the Department for Education published *Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)*. This guidance requires primary schools in England to have a written relationships education policy to cover the following:

- How relationships education is delivered
- What sex education (if any) a school chooses to cover that goes beyond the national curriculum for science and relationships education.

There is no equivalent requirement for a health education policy but, in line with best practice, this RSHE policy also covers health education.

This RSHE policy also supports legal requirements relating to the following:

- *The Equality Act 2010.*
- *The Education Act 1996.*
- *Statutory guidance, Keeping Children Safe in Education 2020.*

## Definition

RSHE supports children and young people's personal development including their spiritual, moral, social and cultural development. Its aims are to help children and young people to deal with the real-life issues they face as they grow up and that they will encounter as adults. Their learning will support them both online and offline, to make informed choices about their safety, physical and mental health, enabling them to live positive and fulfilled lives.

RSHE is enhanced by a supportive school ethos where everyone is valued, positive relationships are promoted and there is a safe learning environment.

Throughout our RSE curriculum, as with all learning at Sennen, run our core learning behaviours. We aim to provide an education that will equip our pupils for a lifetime of learning. As well as highly valuing academic achievement, we passionately believe in developing the core learning skills of resilience, respect, reflectiveness, resourcefulness and teamwork. These virtues are instilled and reinforced in all aspects of school life as our children thrive in a supportive community environment.

## Aims

The aims of our RSHE programme are:

- Provide accurate and age-appropriate information.
- Include all children.
- Help children make informed choices.
- Develop knowledge, skills and attitudes.
- Build confidence and self-esteem.
- Develop personal attributes.
- Prepare children for the next stage of education and adulthood.
- Develop positive and inclusive attitudes to everyone, particularly to those with protected characteristics under the *Equality Act 2010*.

## Roles and responsibilities

An effective programme of RSHE requires support from the whole school community and the following people have specific roles and responsibilities:

### Trustees/governors

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

## Headteacher

- Overseeing the development and delivery of RSHE.
- Providing staff with the opportunity to contribute to the development of RSHE.
- Providing information to the trustees/governors.
- Providing training for the subject leader and staff, as required.
- Supporting the subject leader to liaise with parents and carers.
- Dealing with parents and carers who wish to withdraw a child from sex education.
- Leading the development and delivery of effective RSHE.
- Keeping up-to-date with the development of RSHE.
- Supporting colleagues as required.
- Monitoring and evaluating RSHE and providing necessary reports.
- Overseeing external visitors and resources used in RSHE.

## All staff

Staff are responsible for:

- To understand and implement the policy of RSHE.
- Delivering the agreed RSE curriculum in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from certain components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

## Curriculum organisation

The school adopts the following approaches to organise the curriculum to ensure high quality delivery of RSHE:

- RSHE will be covered as part of our regular PSHE sessions, ideally weekly.
- Sessions will be of sufficient length to allow children to explore topics and reflect on their learning, with the suggestion that:
  - for KS1 – lessons should be 40 - 45 minutes long;
  - for KS2 – lessons should be 50 - 60 minutes long.
- Cross curricular links and visitors will be used to enhance, not replace taught sessions.
- Sessions will be taken by the child's class teacher or the Headteacher (as is usual with PSHE)

## Teaching and learning

RSHE is delivered in line with the teaching and learning policy. However, as the subject deals with real-life experiences, it is important to establish a safe and positive learning environment using the following approaches:

- Establishing clear ground rules in consultation with children. Ground rules should include confidentiality, respect for others, privacy and boundaries.
- Using distancing techniques including de-personalised discussions and role play.
- Using clear language to avoid misunderstandings.
- Avoiding prejudice and assumptions about children's abilities, desires, background and experiences.
- Dealing sensitively with unexpected questions and comments.
- Assessing and building on existing knowledge and experiences.
- Ensuring that learning is engaging, using a range of activities, including structured discussion and problem-solving.
- Providing a range of opportunities to learn, practise and demonstrate knowledge, skills and attitudes.
- Allowing time for reflection.
- Providing differentiated learning.
- Using a variety of groupings to enhance learning.

## Curriculum content

### Long term planning

The school has chosen to use the [\*Kapow Primary RSE scheme of work\*](#), which provides full curriculum coverage, including all the statutory content, for each year group. See Appendix 1 & 2 for full coverage for each year group.

### Resources

Teachers will select any additional resources carefully, and the subject leader will oversee the selection.

Additional resources will be:

- Up-to-date.
- Relevant to children.
- Consistent with the aims and values of the school.

### Visitors

Visitors can enhance children's learning. Teachers will select visitors in liaison with the subject leader. The following will be used to guide the use of visitors:

- The school will use visitors to enhance the lessons delivered by the class teacher; and information on where a visitor fits into the long-term plan will be shared with the visitor.
- The school will make visitors aware of the school policy for RSHE.
- The school will check the content of sessions delivered by visitors to make sure that it fits with the school's ethos and meets legal requirements.
- A member of staff will be present in sessions delivered by visitors.
- The school will make sure visitors undergo the necessary checks as required by the school safeguarding policies.

## Equality

Under the *Equality Act 2010*, the school is under a legal duty to eliminate discrimination, advance equality of opportunity and foster good relationships between those with protected characteristics and those without. The protected characteristics are:

- Age.
- Marriage and Civil partnership.
- Disability.
- Race.
- Religion and belief.
- Sexual orientation.
- Sex.
- Pregnancy and maternity.
- Gender reassignment.

In addition, the school must consider the needs of those with Special Educational Needs and Disabilities (SEND).

The RSHE programme will meet the needs of all children. Lessons will include content that will tackle discrimination and foster good relationships.

## Right to withdraw from sex education

A parent or carer cannot legally withdraw their child from any aspect of the statutory relationships education or health education.

A parent or carer does have the right to withdraw their child from sex education unless what is being taught is part of the science national curriculum.

Following a consultation with the whole school community, the following content is deemed to be sex education:

The proposed Kapow Primary lessons that are deemed to be sex education are:

- [Year 6: Safety and the changing body, Lesson 5: Conception](#)
- [Year 6: Safety and the changing body, Lesson 6: Pregnancy and birth](#)

This will be finalised after consultation

The following process must be followed if a parent or carer wishes to withdraw their child from sex education:

- Arrange a meeting with the Headteacher to discuss concerns.
- Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.
- Alternative work will be given to pupils who are withdrawn from sex education.

## Safeguarding

RSHE includes sensitive topics. It is, therefore, possible that discussions will prompt safeguarding disclosures. Reference should be made to safeguarding policies and procedures to deal with these appropriately.

The subject leader/teacher should discuss with the designated safeguarding lead any potentially sensitive topics. Appropriate steps must be taken to provide additional support for children if required.

Staff should consider the timing of lessons to ensure that children have the opportunity to report any concerns they may have either that day or the following day.

## Support

RSHE should not be a time for children to make disclosures. It is important, however, to inform children of the support that is available to them if they are worried about anything raised in a lesson. The following support will be highlighted to children as appropriate:  
In school:

- Class teacher.
- Specific staff members.

External:

- Local agencies.
- National agencies such as Childline.

## Monitoring and evaluating

The headteacher and subject leader will be responsible for monitoring and evaluating RSHE in line with other subjects. Some examples of this process are:

- Scrutiny of planning.
- Lesson observations.
- Learning walks.
- Evidence of learning.
- Feedback from staff.
- Feedback from parents/carers.
- Feedback from children.

## Professional development

The headteacher and subject leader will assess the professional development needs of staff regularly. Appropriate development will be provided using internal or external expertise.

## Communication of policy

This RSHE policy will be available to read on and downloaded from the school website and copies can be requested free of charge from the school office.

## Review

This policy will be reviewed [every three years from the [add the date of approval of the RSHE policy by the governors].

## Appendix 1 – Whole School Curriculum Map

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Family and relationships</b>	<ul style="list-style-type: none"> <li>• Introduction to RSE</li> <li>• What is family?</li> <li>• What are friendships?</li> <li>• Family and friends help and support each other</li> <li>• Making friends</li> <li>• Friendship problems</li> <li>• Healthy Friendships</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to RSE</li> <li>• Families offer stability and love</li> <li>• Families are all different</li> <li>• Managing friendships</li> <li>• Unhappy friendships</li> <li>• Valuing me</li> <li>• Manners &amp; courtesy</li> <li>• Loss and change</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to RSE</li> <li>• Healthy families</li> <li>• Friendships - conflict</li> <li>• Effective communication</li> <li>• Learning who to trust</li> <li>• Respecting differences</li> <li>• Stereotyping</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to RSE</li> <li>• Respect &amp; manners</li> <li>• Healthy friendships</li> <li>• My behaviour</li> <li>• Bullying</li> <li>• Stereotypes</li> <li>• Families in the wider world</li> <li>• Loss and change</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to RSE</li> <li>• Build a friend</li> <li>• Resolving conflict</li> <li>• Respecting myself</li> <li>• Family life</li> <li>• Bullying</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to RSE</li> <li>• Respect</li> <li>• Developing respectful relationships</li> <li>• Stereotypes</li> <li>• Bullying</li> <li>• Being me</li> <li>• Loss and change</li> </ul>
<b>Safety and the changing body</b>	<ul style="list-style-type: none"> <li>• Getting lost</li> <li>• Making a call to the emergency services</li> <li>• Asking for help</li> <li>• Appropriate contact</li> <li>• Medication</li> <li>• Safety at home</li> <li>• People who help to keep us safe</li> </ul>	<ul style="list-style-type: none"> <li>• The Internet</li> <li>• Communicating online</li> <li>• Secrets and surprises</li> <li>• Appropriate contact</li> <li>• Road safety</li> <li>• Drug education</li> </ul>	<ul style="list-style-type: none"> <li>• Basic first aid</li> <li>• Communicating safely online</li> <li>• Online safety</li> <li>• Fake emails</li> <li>• Drugs, alcohol &amp; tobacco</li> <li>• Keeping safe out and about</li> </ul>	<ul style="list-style-type: none"> <li>• Online restrictions</li> <li>• Share aware</li> <li>• Basic first aid</li> <li>• Privacy and secrecy</li> <li>• Consuming information online</li> <li>• The changing adolescent body (puberty)</li> </ul>	<ul style="list-style-type: none"> <li>• Online friendships</li> <li>• Identifying online dangers</li> <li>• The changing adolescent body (puberty, including menstruation)</li> <li>• First aid</li> <li>• Drug education</li> </ul>	<ul style="list-style-type: none"> <li>• Drugs alcohol &amp; tobacco</li> <li>• First aid</li> <li>• Critical digital consumers</li> <li>• Social media</li> <li>• The changing adolescent body (puberty, conception, birth)</li> </ul>
<b>Health and wellbeing</b>	<ul style="list-style-type: none"> <li>• Wonderful me</li> <li>• What am I like?</li> <li>• Ready for bed</li> <li>• Relaxation</li> <li>• Hand washing &amp; personal hygiene</li> <li>• Sun safety</li> <li>• Allergies</li> <li>• People who help us stay healthy</li> </ul>	<ul style="list-style-type: none"> <li>• Experiencing different emotions</li> <li>• Being active</li> <li>• Relaxation</li> <li>• Steps to success</li> <li>• Growth mindset</li> <li>• Healthy diet</li> <li>• Dental health</li> </ul>	<ul style="list-style-type: none"> <li>• My healthy diary</li> <li>• Relaxation</li> <li>• Who am I?</li> <li>• My superpowers</li> <li>• Breaking down barriers</li> <li>• Dental health</li> </ul>	<ul style="list-style-type: none"> <li>• Diet and dental health</li> <li>• Visualisation</li> <li>• Celebrating mistakes</li> <li>• My role</li> <li>• My happiness</li> <li>• Emotions</li> <li>• Mental health</li> </ul>	<ul style="list-style-type: none"> <li>• Relaxation</li> <li>• The importance of rest</li> <li>• Embracing failure</li> <li>• Going for goals</li> <li>• Taking responsibility for my feelings</li> <li>• Healthy meals</li> <li>• Sun safety</li> </ul>	<ul style="list-style-type: none"> <li>• What can I be?</li> <li>• Mindfulness</li> <li>• Taking responsibility for my health</li> <li>• Resilience toolkit</li> <li>• Immunisation</li> <li>• Physical health concerns</li> <li>• Habits – positive and negative</li> </ul>
<b>Citizenship</b>	<p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• Rules</li> <li>• Caring for others: Animals</li> <li>• The needs of others</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>• Similar, yet different</li> <li>• Belonging</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>• Democratic decisions</li> </ul>	<p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• Rules beyond school</li> <li>• Our school environment</li> <li>• Our local environment</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>• Job roles in our local community</li> <li>• Similar yet different: My local community</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>• School Council</li> <li>• Giving my opinion</li> </ul>	<p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• Rights of the child</li> <li>• Rights and responsibilities</li> <li>• Recycling</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>• Local community groups</li> <li>• Charity</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>• Local democracy</li> <li>• Rules</li> </ul>	<p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• What are human rights?</li> <li>• Caring for the environment</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>• Community groups</li> <li>• Contributing</li> <li>• Diverse communities</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>• Local councillors</li> </ul>	<p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• Breaking the law</li> <li>• Rights and responsibilities</li> <li>• Protecting the planet</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>• Contributing to the community</li> <li>• Pressure groups</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>• Parliament</li> </ul>	<p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• Human rights</li> <li>• Food choices and the environment</li> <li>• Caring for others</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>• Prejudice and discrimination</li> <li>• Valuing diversity</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>• National democracy</li> </ul>
<b>Economic wellbeing</b>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>• Introduction to money</li> <li>• Looking after money</li> <li>• Banks and building societies</li> <li>• Saving and spending</li> </ul> <p><b>Career and aspirations</b></p> <ul style="list-style-type: none"> <li>• Jobs in school</li> </ul>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>• Where money comes from</li> <li>• Needs and wants</li> <li>• Wants and needs</li> <li>• Looking after money</li> </ul> <p><b>Career and aspirations</b></p> <ul style="list-style-type: none"> <li>• Jobs</li> </ul>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>• Ways of paying</li> <li>• Budgeting</li> <li>• How spending affects others</li> <li>• Impact of spending</li> </ul> <p><b>Career and aspirations</b></p> <ul style="list-style-type: none"> <li>• Jobs and careers</li> <li>• Gender and careers</li> </ul>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>• Spending choices/ value for money</li> <li>• Keeping track of money</li> <li>• Looking after money</li> </ul> <p><b>Career and aspirations</b></p> <ul style="list-style-type: none"> <li>• Influences on career choices</li> <li>• Jobs for me</li> </ul>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>• Borrowing</li> <li>• Income and expenditure</li> <li>• Risks with money</li> <li>• Prioritising spending</li> </ul> <p><b>Career and aspirations</b></p> <ul style="list-style-type: none"> <li>• Stereotypes in the workplace</li> </ul>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>• Attitudes to money</li> <li>• Keeping money safe</li> <li>• Gambling</li> </ul> <p><b>Career and aspirations</b></p> <ul style="list-style-type: none"> <li>• What jobs are available</li> <li>• Career routes</li> </ul>
<b>Transition Identity</b>	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson
						<ul style="list-style-type: none"> <li>• What is identity</li> <li>• Gender identity</li> <li>• Identity and body image</li> </ul>

## Appendix 2 – Whole School Progression in skills

<b>Kapow Primary</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Families and relationships</b>	<b>Family</b>	<ul style="list-style-type: none"> <li>Understanding that families can include a range of people and how different members of a family are related to each other</li> </ul>	<ul style="list-style-type: none"> <li>Learning that families can be made up of different people</li> <li>Understanding that families offer care, love and support</li> </ul>	<ul style="list-style-type: none"> <li>Learning that problems can occur in families and that their help is available if needed</li> </ul>	<ul style="list-style-type: none"> <li>Understanding that families are varied, in the UK and across the world and having respect for these differences</li> </ul>	<ul style="list-style-type: none"> <li>Understanding that we all have different positive attributes and we should be proud of these</li> <li>Learning what marriage is and that it is a choice that people make</li> <li>Learning that sometimes families can make children feel unhappy or unsafe and that there is help available</li> </ul>	
<b>Health and wellbeing</b>							
<b>Safety and the changing body</b>							
<b>Citizenship</b>	<b>Friendships</b>	<ul style="list-style-type: none"> <li>To begin to understand the characteristics of positive friendships</li> <li>Learning that friendships can have problems but that these can be overcome</li> <li>Exploring friendly behaviours</li> </ul>	<ul style="list-style-type: none"> <li>Understanding difficulties in friendships and action that can be taken</li> </ul>	<ul style="list-style-type: none"> <li>Exploring ways to resolve friendship problems</li> <li>Developing an understanding of the impact of bullying and what to do if bullying occurs</li> </ul>	<ul style="list-style-type: none"> <li>Exploring physical and emotional boundaries in friendships</li> <li>Exploring different roles related to bullying including victim, bully and bystander</li> </ul>	<ul style="list-style-type: none"> <li>Understanding that friendships will encounter issues but that this may strengthen them</li> <li>Understanding the impact of bullying and what might influence the behaviour of a bully</li> </ul>	<ul style="list-style-type: none"> <li>Learning that friendships can experience conflict, and ways in which to resolve conflict, through negotiation and compromise</li> </ul>
<b>Economic wellbeing</b>							
<b>Transition</b>	<b>Respectful relationships</b>	<ul style="list-style-type: none"> <li>Learning to recognise how other people show their feelings and how to care for others</li> <li>Exploring the ability to successfully work with different people</li> <li>Understanding ways to help others</li> </ul>	<ul style="list-style-type: none"> <li>Learning how other people show their feelings and how to respond to them</li> <li>Exploring the conventions of manners in different situations</li> <li>Developing an understanding of self respect</li> </ul>	<ul style="list-style-type: none"> <li>Understanding what trust is and identifying who I can trust</li> <li>Learning about the effects of non verbal communication</li> <li>Developing listening skills</li> <li>Exploring stereotyping</li> </ul>	<ul style="list-style-type: none"> <li>Understanding expected courtesy and manners in a range of scenarios</li> <li>Understanding how my actions and behaviour affects others</li> <li>Understanding stereotyping</li> </ul>	<ul style="list-style-type: none"> <li>Learning how stereotypes can be unfair, negative and destructive</li> </ul>	<ul style="list-style-type: none"> <li>Learning what respect is and that it is part of a relationship</li> <li>Understanding that everyone deserves to be respected but that respect can be lost</li> <li>Understanding stereotyping and bullying linked to it</li> </ul>
<b>Identity</b>							
	<b>Change and loss</b>		<ul style="list-style-type: none"> <li>Exploring how loss and change can affect us</li> </ul>		<ul style="list-style-type: none"> <li>Learning what bereavement is and how to help someone who has experienced bereavement</li> </ul>		<ul style="list-style-type: none"> <li>Understanding grief and the associated emotions</li> <li>To explore the process and emotions relating to grief</li> </ul>
<b>Families and relationships</b>	<b>Health and prevention</b>	<ul style="list-style-type: none"> <li>Understanding the importance of hand hygiene</li> <li>Understanding the risks of sun exposure and how to stay safe in the sun</li> <li>Developing an understanding of allergies and what to do if someone has an allergic reaction</li> </ul>	<ul style="list-style-type: none"> <li>Developing an understanding of how to look after my teeth</li> </ul>		<ul style="list-style-type: none"> <li>Developing independence in looking after my teeth</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the risks of exposure to the sun and developing independence for protecting myself in the sun</li> </ul>	<ul style="list-style-type: none"> <li>Understanding ways of preventing illness and the benefits of immunisation</li> <li>Developing an understanding of possible signs of illness and some actions I can take</li> </ul>
<b>Health and wellbeing</b>							
<b>Safety and the changing body</b>	<b>Physical health and wellbeing</b>	<ul style="list-style-type: none"> <li>Exploring health related jobs and people who help to keep us healthy</li> <li>Understanding the importance of sleep and positive sleep habits</li> <li>Exploring two different methods of relaxation: progressive muscle relaxation and laughter</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the importance of exercise and its effect on the body</li> <li>Understanding when relaxation techniques can be useful and learning breathing exercises to aid relaxation</li> </ul>	<ul style="list-style-type: none"> <li>Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest</li> <li>Understanding the positive impact of relaxation on the body and learning relaxation stretches</li> <li>Understanding what a balanced diet is and the effects upon mental and physical health</li> </ul>	<ul style="list-style-type: none"> <li>Identifying what makes me feel calm and relaxed and learning visualization as a tool to aid relaxation</li> <li>Understanding the skills needed for different jobs and exploring how my skills can be used to undertake certain jobs and roles</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the benefits of sleep and developing greater responsibility for ensuring good quality sleep</li> <li>Understanding the relationship between stress and relaxation and exploring yoga as a technique for relaxation</li> </ul>	<ul style="list-style-type: none"> <li>Understanding that I have a responsibility to look after my overall health, including, diet, oral hygiene, physical activity, rest and relaxation</li> <li>Understanding the factors which contribute to my physical and mental health</li> <li>Identifying a range of relaxation strategies and situations in which they would be useful</li> </ul>
<b>Citizenship</b>							
<b>Economic wellbeing</b>							
<b>Transition</b>	<b>Mental wellbeing</b>	<ul style="list-style-type: none"> <li>Understanding my strengths and qualities</li> <li>Understanding and describing feelings and emotions</li> </ul>	<ul style="list-style-type: none"> <li>Recognising an increasing range of feelings and some strategies for managing different emotions</li> <li>Developing empathy</li> <li>Identifying personal goals and how to work towards them</li> <li>Exploring the need for perseverance and developing a growth mindset</li> </ul>	<ul style="list-style-type: none"> <li>Exploring my identity through the groups I belong to</li> <li>Identifying my strengths and exploring how I use them to help others</li> <li>Understanding how to overcome problems by breaking them into smaller, achievable steps</li> </ul>	<ul style="list-style-type: none"> <li>Understanding that it is normal to experience a range of emotions</li> <li>Developing the ability to appreciate the emotions of others in different situations</li> <li>Learning to take responsibility for my emotions and that I can control some things but not others</li> <li>Developing an understanding of mental health including experiencing problems</li> <li>Developing a growth mindset, acknowledging that mistakes are useful to learning</li> </ul>	<ul style="list-style-type: none"> <li>Understanding what can cause stress and how to deal with it</li> <li>Exploring ways to achieve a goal, setting short-term, medium-term and long-term targets</li> <li>Developing the ability to take responsibility for and manage my feelings</li> <li>Identifying how failure can make me feel, learning to manage those feelings and that failure is an important part of success</li> </ul>	<ul style="list-style-type: none"> <li>Exploring my personal qualities and how to build on them</li> <li>Learning the importance of resilience and developing strategies for being resilient in challenging situations</li> <li>Identifying long-term goals and developing a plan as to how to achieve them</li> </ul>
<b>Identity</b>							

Kapow Primary		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
Families and relationships	Being safe (including online)	<ul style="list-style-type: none"> <li>Understanding how to respond appropriately to adults in a range of settings</li> <li>Understanding what to do if I get lost</li> <li>Exploring potential hazards in the home and how to avoid these</li> <li>Understanding the roles people have within the local community to help keep me safe</li> <li>Developing an understanding of appropriate physical contact</li> </ul>	<ul style="list-style-type: none"> <li>Developing an understanding of being safe near roads and learning how to cross roads safely</li> <li>Understanding the safe use of medicines</li> <li>Beginning to understand the importance of staying safe online</li> <li>Understanding the difference between secrets and surprises</li> <li>Understanding the concept of privacy and naming the private parts of my body</li> </ul>	<ul style="list-style-type: none"> <li>Understanding ways to keep safe when crossing and near roads</li> <li>Developing skills as a responsible digital citizen</li> <li>Recognising and responding to cyberbullying</li> <li>Beginning to recognise unsafe digital content</li> </ul>	<ul style="list-style-type: none"> <li>Developing an understanding of being safe online</li> <li>Understanding how to seek help if I need to</li> <li>Exploring the difference between private and public</li> <li>Understanding that age restrictions are designed to protect me</li> <li>Learning about the benefits and risks of sharing information online</li> </ul>	<ul style="list-style-type: none"> <li>Developing an understanding of how to ensure relationships online are safe</li> <li>Recognising an increasing number of online risks and ways to stay safe online</li> </ul>	<ul style="list-style-type: none"> <li>Developing an understanding about the reliability of online information</li> <li>Exploring online relationships including dealing with problems</li> <li>Understanding that online relationships should be treated in the same way as face to face relationships</li> <li>Knowing where to get help with any online problems</li> </ul>		
Health and wellbeing		Drugs, alcohol and tobacco	<ul style="list-style-type: none"> <li>Exploring what is and isn't safe to put in or on my body</li> </ul>	<ul style="list-style-type: none"> <li>Learning how to be safe around medicines</li> </ul>	<ul style="list-style-type: none"> <li>Exploring that people and things can influence me and I need to make the right decision for me</li> <li>Exploring choices and decisions that I can make</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the risks associated with tobacco</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the influence others can have on me</li> <li>Learning strategies I can use to overcome pressure from others</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the risks associated with alcohol</li> </ul>	
Safety and the changing body			The changing adolescent body		<ul style="list-style-type: none"> <li>Knowing the names of parts of my body</li> </ul>		<ul style="list-style-type: none"> <li>Developing an understanding of physical and emotional changes as I grow up</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the physical changes from childhood to adulthood</li> <li>Developing an understanding of the main aspects of puberty, including menstruation</li> <li>Learning about the emotional changes during puberty</li> </ul>	<ul style="list-style-type: none"> <li>Knowing the changes experienced during puberty</li> <li>Understanding how a baby is conceived and develops</li> </ul>
Citizenship				Basic first aid	<ul style="list-style-type: none"> <li>Understanding what classes as an emergency and how to make a call to the emergency services</li> </ul>		<ul style="list-style-type: none"> <li>Knowing how to call the emergency services</li> <li>Knowing how to respond to bites and stings</li> </ul>	<ul style="list-style-type: none"> <li>Knowing how to help someone with asthma</li> </ul>	<ul style="list-style-type: none"> <li>Knowing how to help someone who is bleeding</li> </ul>
Economic wellbeing									
Transition									
Identity									

Kapow Primary		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Families and relationships		<ul style="list-style-type: none"> <li>Understanding rules in school</li> </ul>	<ul style="list-style-type: none"> <li>Understanding rules in the community</li> </ul>	<ul style="list-style-type: none"> <li>Developing an understanding of children's rights and how they help children</li> </ul>	<ul style="list-style-type: none"> <li>Understanding that human rights apply to everyone and who protects these</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the law and what happens when someone breaks it</li> </ul>	<ul style="list-style-type: none"> <li>Understanding how human rights protect people</li> </ul>
Health and wellbeing		<ul style="list-style-type: none"> <li>Recognising why rules are necessary</li> </ul>	<ul style="list-style-type: none"> <li>Understanding how rules are made</li> </ul>	<ul style="list-style-type: none"> <li>Considering the responsibilities adults and children have to maintain children's rights</li> </ul>	<ul style="list-style-type: none"> <li>Understanding how reusing items is of benefit to the environment</li> </ul>	<ul style="list-style-type: none"> <li>Understanding how rights and responsibilities link</li> </ul>	<ul style="list-style-type: none"> <li>Developing an understanding of the importance of education</li> </ul>
Safety and the changing body		<ul style="list-style-type: none"> <li>Understanding the needs of different animals and how to meet these</li> </ul>	<ul style="list-style-type: none"> <li>Recognising the importance of looking after the school environment</li> </ul>	<ul style="list-style-type: none"> <li>Understand how recycling can have a positive impact on the environment</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the role of local government</li> </ul>	<ul style="list-style-type: none"> <li>Developing an understanding of freedom of expression</li> </ul>	<ul style="list-style-type: none"> <li>Developing an understanding of environmental issues relating to food</li> </ul>
Citizenship		<ul style="list-style-type: none"> <li>Understanding the needs of younger children and how these change</li> </ul>	<ul style="list-style-type: none"> <li>Identifying ways to help look after the school environment</li> </ul>	<ul style="list-style-type: none"> <li>Developing an understanding of how democracy works at a local level</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the groups which make up a community and the benefits they bring</li> </ul>	<ul style="list-style-type: none"> <li>Understanding why reducing use of materials is positive for the environment</li> </ul>	<ul style="list-style-type: none"> <li>Developing an understanding of causes which are important personally</li> </ul>
		<ul style="list-style-type: none"> <li>Understanding how voting can be used to make decisions</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the jobs people do to look after the environment in school and the local community</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the need for rules and the consequences of breaking these</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the positives diversity brings to a community</li> </ul>	<ul style="list-style-type: none"> <li>Developing an understanding of how parliament and government work</li> </ul>	<ul style="list-style-type: none"> <li>Understanding how government works</li> </ul>
Economic wellbeing		<ul style="list-style-type: none"> <li>Understanding differences between people</li> </ul>	<ul style="list-style-type: none"> <li>Understanding how democracy works in school through the school council</li> </ul>	<ul style="list-style-type: none"> <li>Developing an understanding of groups within the local community and how these support the local community</li> </ul>		<ul style="list-style-type: none"> <li>Understanding the contribution people make to the community and how this is recognised</li> </ul>	<ul style="list-style-type: none"> <li>Understanding what prejudice and discrimination are</li> </ul>
Transition		<ul style="list-style-type: none"> <li>Recognising the groups we belong to</li> </ul>	<ul style="list-style-type: none"> <li>Understanding that everyone is unique</li> </ul>			<ul style="list-style-type: none"> <li>Developing an understanding of pressure groups</li> </ul>	<ul style="list-style-type: none"> <li>Understanding how prejudice and discrimination can be overcome</li> </ul>
Identity			<ul style="list-style-type: none"> <li>Recognising the contribution people make to the local community</li> </ul>				

Kapow Primary		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Families and relationships		<ul style="list-style-type: none"> <li>Developing an understanding of the value of money and how to keep it safe</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the value of money and where it comes from</li> </ul>	<ul style="list-style-type: none"> <li>Understanding that there are different ways to pay for things</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the factors which affect whether something is value for money</li> </ul>	<ul style="list-style-type: none"> <li>Understand how to create a budget based on priorities</li> </ul>	<ul style="list-style-type: none"> <li>Recognising differences in how people deal with money and the role of emotions in this</li> </ul>
Health and wellbeing		<ul style="list-style-type: none"> <li>Understanding where money comes from</li> </ul>	<ul style="list-style-type: none"> <li>Developing an understanding of wants and needs</li> </ul>	<ul style="list-style-type: none"> <li>Developing an understanding of budgeting</li> </ul>	<ul style="list-style-type: none"> <li>Understand the importance of tracking money</li> </ul>	<ul style="list-style-type: none"> <li>Developing an understanding of borrowing money</li> </ul>	<ul style="list-style-type: none"> <li>Understanding how to keep bank accounts safe</li> </ul>
Safety and the changing body		<ul style="list-style-type: none"> <li>Developing an understanding of how banks work</li> </ul>	<ul style="list-style-type: none"> <li>Recognising that people make choices about how to spend money</li> </ul>	<ul style="list-style-type: none"> <li>Understanding that money can cause a range of feelings</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the impact of losing money</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to understand income and expenditure</li> </ul>	<ul style="list-style-type: none"> <li>Developing an understanding of gambling</li> </ul>
Citizenship		<ul style="list-style-type: none"> <li>Recognising the range of jobs available in school and the skills people need to do these</li> </ul>	<ul style="list-style-type: none"> <li>Developing an understanding of how to select a bank account</li> </ul>	<ul style="list-style-type: none"> <li>Understanding that people have different attitudes to money</li> </ul>	<ul style="list-style-type: none"> <li>Developing an understanding of what might influence job choices</li> </ul>	<ul style="list-style-type: none"> <li>Developing an understanding about risks associated with money</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the routes into different jobs</li> </ul>
			<ul style="list-style-type: none"> <li>Beginning to understand how people select the job they want to do</li> </ul>	<ul style="list-style-type: none"> <li>Growing understanding of the range of jobs available</li> </ul>	<ul style="list-style-type: none"> <li>Understanding how work can change over time</li> </ul>	<ul style="list-style-type: none"> <li>Understand stereotypes in work and how these can be overcome</li> </ul>	<ul style="list-style-type: none"> <li>Recognising that people change jobs for a number of reasons</li> </ul>
Economic wellbeing				<ul style="list-style-type: none"> <li>Understanding the stereotypes which can exist around jobs but that these should not affect people's choices</li> </ul>		<ul style="list-style-type: none"> <li>Understanding the role of money in selecting a job</li> </ul>	

## Transition

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Recognising own strengths</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding that change is part of life</li> </ul>	<ul style="list-style-type: none"> <li>• Learning strategies to deal with change</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising own achievements</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the skills needed for roles in school</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising that change can cause mixed feelings</li> </ul>
<ul style="list-style-type: none"> <li>• Understanding that changes can be both positive and negative</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising ways to deal with change</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding opportunities and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding how to set goals</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising own skills and how these can be developed</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding a greater range of strategies to deal with feelings associated with change</li> </ul>

## Identity

Year 6
<ul style="list-style-type: none"> <li>• Understanding what makes identity</li> </ul>
<ul style="list-style-type: none"> <li>• Recognising the difference between how we see ourselves and how others see us</li> </ul>
<ul style="list-style-type: none"> <li>• Exploring the role of gender in identity</li> </ul>
<ul style="list-style-type: none"> <li>• Exploring how the media might influence our identity</li> </ul>

### Appendix 3 – Withdrawal form

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	