



# Relationships and sex education policy (from 2020)

Oasis Academy Warndon

<b>Approved by:</b>	Suzanne Owen	<b>Date:</b> 05/07/2021
<b>Last reviewed on:</b>	05/07/2021	
<b>Next review due by:</b>		

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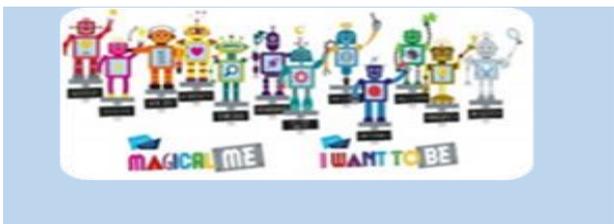
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## 1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- 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
- Foster respect, tolerance and love for others, regardless of race, gender, religion or difference, within a framework of equality of opportunity and fairness

At OAW we aim to develop an understanding and tolerance of each other through knowledge, mutual respect, believing the best and forgiveness. Individual rights will be respected and choice will be exercised within a culture of self-discipline, this is taught via the **9 habits** throughout the curriculum and is evidenced in the Character Curriculum lessons and assemblies alongside the **Character Robots**



<p><b>Compassionate</b></p> <p><i>"To be compassionate and kind whilst acting justly."</i></p> <p>Compassion is the ability and willingness to place ourselves in the position of another and, as a result, be able to show kindness to them, without ignoring or dismissing the truth about their situation.</p>	<p><b>Patient</b></p> <p><i>"To be patient and persevering."</i></p> <p>Patience is the ability not just to tolerate delay or something not happening as quickly as we might have hoped for. It is also about the way we wait and the attitude we adopt as we do so, delaying immediate gratification and being prepared to keep going for the long haul, not giving up when things don't work out but finding ways to develop work that is sustainable and grow relationships steadily. As we grow patience we gain a long-term perspective.</p>	<p><b>Humble</b></p> <p><i>"To be honouring of others through serving with humility."</i></p> <p>To be humble is to recognise that all people are created equal and are therefore of equal value. Because of this, a humble person will not stand down others or use power to create, or pursue position and status but instead will choose to serve others, seeing their intrinsic worth and giving them honour and encouragement.</p>
<p><b>Joyful</b></p> <p><i>"To be joyful and positive and help others to be the same."</i></p> <p>Real joy is not shallow or momentary but is rooted in a deep sense of contentment with life, free from grasping and striving. Such joy brings peace and calm to ourselves and others. It is generous and life-giving and builds resilience in our lives and the world we live in.</p>	<p><b>Honest</b></p> <p><i>"To be honest and have integrity."</i></p> <p>Honesty is about being truthful. Being honest includes acknowledging when we have got things wrong and taking responsibility for our actions. As we do this, we become a person of integrity - there is an alignment between what we say we are and how we behave.</p>	<p><b>Hopeful</b></p> <p><i>"To be hopeful in seeking transformation."</i></p> <p>Hope is not wishful thinking. It is a belief that causes us to find the light when everything around us feels hard or dark or challenging or without hope. Someone once said they "just have to look at distresses and it brings delight". So hope is about holding on and working for a better tomorrow, despite what the conditions and circumstances say today.</p>
<p><b>Considerate</b></p> <p><i>"To choose to love others like you love yourself."</i></p> <p>To be considerate is to see the intrinsic worth in others, to choose to care about them and treat them in the way that you would yourself. That is only truly possible when we understand our own self-worth and freedom from that past and best. When we do this it changes the way we see, hear and respond to others.</p>	<p><b>Forgiving</b></p> <p><i>"To be forgiving and committed to healthy relationships."</i></p> <p>To forgive another is to choose not to allow their actions and behaviour in the past, which may have hurt or offended us, to determine our behaviour towards them in the future. Forgiveness is never easy, but it is always transforming... it always changes things.</p>	<p><b>Self-controlled</b></p> <p><i>"To be self-controlled."</i></p> <p>Self-control is having the ability to manage our own emotions and actions when we have self-control we are not controlled by our own emotions but are able to maintain a right perspective on our life, our work and our relationships. It is a key part of emotional intelligence.</p>

## 2. Statutory requirements

Maintained primary schools insert:

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](#).

However, 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 Oasis Academy Warndon we teach RSE as set out in this policy.

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Oasis Academy Warndon we teach RSE as set out in this policy.

You should also refer to your funding agreement and articles of association for further information.

## 3. Policy development

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

1. Review – a 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. Ratification – once amendments were made, the policy was shared with the Regional Director and ratified

## 4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, 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.

## 5. Curriculum

Our curriculum is set out as per Appendix 1 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.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings

For more information about our curriculum, see our curriculum map in Appendix 1.

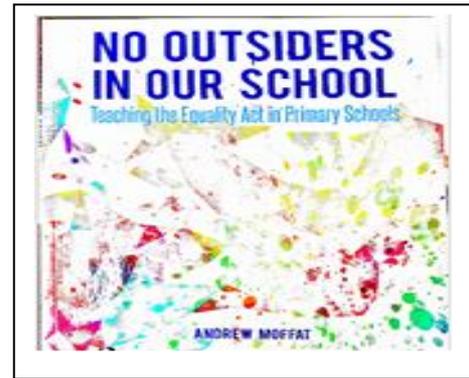
## 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

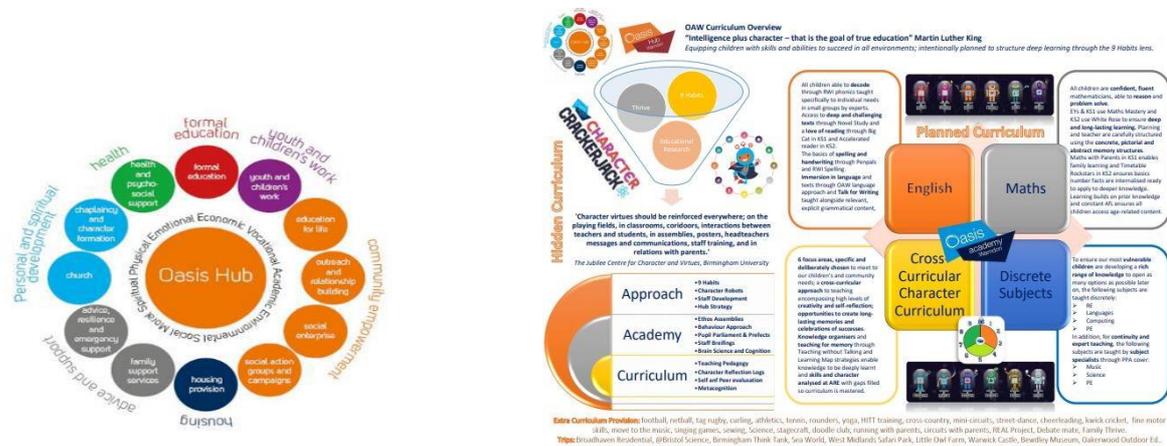
OAW have developed a bespoke Character Curriculum which incorporates the teaching of PHSE in our Self and Community topics. The Character Curriculum has been developed to ensure the needs of all children at the academy are addressed appropriately.

- The Self theme of the Character curriculum carefully weaves in the 'No Outsiders' programme and all staff have received Stonewall training to ensure an accepting culture is maintained and understood and open, honest relationships are held between all. Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view. The curriculum is deliberate in weaving together key skills and knowledge along with character development and social-emotional learning. It prepares children for a future of their choice; promotes opportunity and diversity and meets the needs of the community it serves.

**Equality**  
 Vision and Values  
 Our Commitment to Equality  
 Our Equality Objectives



- During the community theme, British Values and law are explicitly taught and explored in contrast to other countries and cultures. The academy holds elections for Members of the Pupil Parliament, following campaigning from candidates, and the student body then elects these MPs. Across the year, MPs meet regularly with their peers to share and collate information and feed this back to the Principal in half-termly meetings.



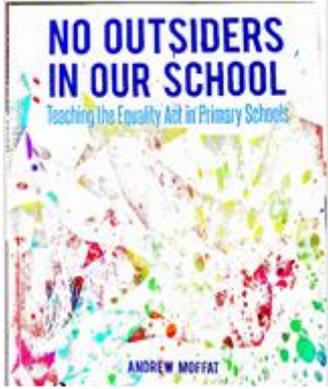
**Pupils also receive stand-alone sex education sessions delivered by class teachers in year 5 and 6 to investigate body changes as the pupils hit adolescence. Life cycles are taught as part of the science curriculum as attached in appendix 1.**

**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

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

Week 1 Diversity Day	
Year 1	Who am I: Sketching techniques surrounded by vocabulary. Exploring the concept of a family Exploring Diversity focussing on: Race Superheroes: Mary Seacole Writing Opportunity:
Year 2	Who am I: Sketching techniques surrounded by vocabulary. Exploring the concept of a family Exploring Diversity focussing on: Disabilities Superheroes: Ellie Simmonds Writing Opportunity:
Year 3	Who am I: Sketching techniques surrounded by vocabulary. Exploring the concept of a family Exploring Diversity focussing on: Gender Stereotypes Superheroes: Emmeline Pankhurst Writing Opportunity:
Year 4	Who am I: Sketching techniques surrounded by vocabulary. Exploring the concept of a family Exploring Diversity focussing on: Religion Superheroes: Malala Yousafzai Writing Opportunity:
Year 5	Who am I: Sketching techniques surrounded by vocabulary. Exploring the concept of a family Exploring Diversity focussing on: Sexual Orientation Superheroes: Welsh Rugby Player? Writing Opportunity: Biography
Year 6	Who am I: Sketching techniques surrounded by vocabulary. Exploring the concept of a family Exploring Diversity focussing on: Gender Identity LGBT Superheroes: Jaz? Writing Opportunity: Biography



These areas of learning are taught progressively 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).

## Education Exceptional Education at the Heart of the Community

<b>Ethos</b>	<b>Learning</b>	<b>People</b>	<b>Purpose</b>	<b>Inclusion</b>	<b>Curriculum</b>
Rooted in what we believe	Who am I? Who am I becoming?	Exceptional strength and opportunity	In partnership with our communities	Driven through passion	The heart of educational provision



### Special Educational Needs

Individual / Special educational needs are addressed using intervention to support individual needs and development.

## 7. Roles and responsibilities

### 7.1 The governing board

The Regional Director will approve the RSE policy, and hold the Principal to account for its implementation.

### 7.2 The Principal

The principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 8).

### 7.3 Staff

Staff are responsible for:

- › Delivering RSE 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 the [non-statutory/non-science] 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 principal.

**All class teachers are responsible for teaching RSE curriculum at OAW.**

### 7.4 Pupils

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

## 8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

## 9. Training

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

The Character curriculum carefully weaves in the 'No Outsiders' programme and all staff have received Stonewall training to ensure an accepting culture is maintained and understood and open, honest relationships are held between all.

The principal will also invite visitors from outside the school, such as school nurse, to provide support and training to staff teaching RSE.

## 10. Monitoring arrangements

The delivery of RSE is monitored by Suzanne Owen and the PSHE leads through:

Planning scrutinises, learning walks, lesson observations and book scrutinises

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

This policy will be reviewed by Suzanne Owen, Principal annually. At every review, the policy will be approved by Regional director – Juliet Silverton.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

AREA	BY THE END OF KEY STAGE EXPECTATIONS	YEAR GROUP	TERM	TOPIC/THEME DETAILS
Families and people who care about me	<ul style="list-style-type: none"> <li>That families are important for children growing up because they can give love, security and stability</li> <li>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</li> <li>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</li> <li>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</li> <li>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> </ul> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>	1	3	<ul style="list-style-type: none"> <li>Exploring the concept of a family: Nuclear and extended family and blended families*</li> </ul>
		2	3	<ul style="list-style-type: none"> <li>Exploring the concept of a family: All previous, Special Guardianship and Fostering*</li> </ul>
		3	3	<ul style="list-style-type: none"> <li>Exploring the concept of a family: All previous, Young Carers/ Parents with disabilities*</li> </ul>
		4	3	<ul style="list-style-type: none"> <li>All previous, Married and unmarried*</li> </ul>
		5	3	<ul style="list-style-type: none"> <li>All previous, Married and unmarried*</li> </ul>
		6	3	<ul style="list-style-type: none"> <li>Exploring the concept of a family: All previous, Gender Identity change*</li> <li>Year 6 – advice lines , family relationships</li> </ul>
		Y1-6	3	<ul style="list-style-type: none"> <li>Year 1- 6</li> <li>Looking at families in different areas and communities around the world.</li> <li>Year 1 South Africa</li> <li>Year 2 Mozambique</li> <li>Year 3 Zimbabwe</li> <li>Year 4 India</li> <li>Year 5 USA Detroit</li> <li>Year Belgium</li> </ul>

AREA	BY THE END OF KEY STAGE EXPECTATIONS	YEAR GROUP	TERM	TOPIC/THEME DETAILS
Caring Friendships	<ul style="list-style-type: none"> <li>How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>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</li> </ul> <p>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</p>	1	3	My relationships- who I know and what they mean to me.
		2	3	My relationships – stranger danger
		3	3	Form and maintain appropriate relationships(being a good friend)
		4	3	Developing strategies for managing / controlling behaviours and emotions. Mental growth, reflecting on own mistakes and making amends ( 9 habits)
		5	3	Relationships – positive friendships/ relationships. How to find info/advice through helplines – loneliness.
		6	3	Friendships – making informed choices and self-respect/ esteem. Emotional changes. Y6 – You’re boss of your body, relationships and safe / inappropriate touch.
		Y3-6	Ongoing	Restorative justice sessions with prefects re behaviour and how it impacts on peers and friends. Untangling disagreements and friendship strengthening/ bonding. Playground buddies. Indoor playground
		Y1-6	Ongoing	Lego therapy Y1-6 – build relationships. 9 habits assemblies and reflection on character traits/logs. Character assemblies linked to theme and with historical or current focus on person.

AREA	BY THE END OF KEY STAGE EXPECTATIONS	YEAR GROUP	TERM	TOPIC/THEME DETAILS
Respectful Relationships	<ul style="list-style-type: none"> <li>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</li> <li>Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>The conventions of courtesy and manners</li> <li>The importance of self-respect and how this links to their own happiness</li> <li>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</li> <li>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</li> <li>What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> </ul> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>	Y1-6	3	<p>Diversity explored in a range of different context re respectful relationships and differences.</p> <p><b>Year 1</b> Exploring Diversity focussing on: Race <b>BV7/PW21/22/23</b> Superheroes: Mary Seacole: Writing Opportunity: Information Text</p> <p><b>Year 2</b> Exploring Diversity focussing on: Disabilities Superheroes: Ellie Simmonds <b>BV6</b> Writing Opportunity: Newspaper Article or Biography.</p> <p><b>Year 3</b> Exploring Diversity focussing on: Gender Stereotypes <b>PW31/32/33</b> Superheroes: Emmeline Pankhurst <b>BV3/4</b>. Writing Opportunity: Persuasive text</p> <p><b>Year 4</b> Exploring Diversity focussing on: Religion <b>PW32/33</b> Superheroes: Malala Yousafzai <b>BV7/8</b> Writing Opportunity: Newspaper Article</p> <p><b>Year 5</b> Exploring Diversity focussing on: Sexual Orientation <b>BV9</b> Superheroes: Welsh Rugby Player Gareth Thomas. Writing Opportunity: Biography</p>

AREA	BY THE END OF KEY STAGE EXPECTATIONS	YEAR GROUP	TERM	TOPIC/THEME DETAILS
Respectful Relationships (continued)	Set out in row above.	Y1-6	Ongoing	<p><b>Year 6</b></p> <p>Exploring Diversity focussing on: Gender Identity LGBT <b>PW66</b></p> <p>Superheroes: Hannah Winterbourne and Jake Graf. Writing Opportunity: Child's Choice.</p> <p>You're the boss of your body – permission and consent.</p> <p>Appropriate and inappropriate touching.</p> <p><b>Bullying</b></p> <p>NSPCC assembly – stay safe – speak out.</p> <p>Assemblies</p> <p>Anti-Bullying week</p> <p>Behaviour policy and safeguarding squad.</p>
Online Relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>	Y1-6	All year	<p>Computing Curriculum- check overview.</p> <p>Staying safe online .</p> <p>Scams</p> <p>Phishing</p> <p>Social media</p> <p>Peer pressure/ sources – photoshop Y6</p>

AREA	BY THE END OF KEY STAGE EXPECTATIONS	YEAR GROUP	TERM	TOPIC/THEME DETAILS
Being Safe	<ul style="list-style-type: none"> <li>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>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</li> <li>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> </ul> <p>Where to get advice e.g. family, school and/or other sources</p>	1	3	<p><b>Year 1</b> Thinking choices through- impulsive vs considered choices.</p> <p>Demonstrate basic road safety skills.</p> <p>Manage basic personal hygiene- teeth, hands, body washing, clothes washing.</p> <p>My relationships- who I know and what them mean to me (circles)</p>
		2	3	<p><b>Year 2</b> Making Positive Choices – explore how.</p> <p>Demonstrate basic road safety skills.</p> <p>Manage basic personal hygiene- teeth, body washing, clothes washing, head lice.</p>
		3	3	<p><b>Year 3</b> Developing strategies for managing/ controlling behaviours/emotions.</p> <p>Physical growth- stages of development (not puberty).</p> <p>Recognise positive use of substances to improve health (e.g. medicines)</p> <p>Form and maintain appropriate relationships (being a good friend)</p>
		4	3	<p><b>Year 4</b> Developing strategies for managing/ controlling behaviours/emotions.</p> <p>Mental Growth - Reflect on own mistakes and making amends (9 habits)</p> <p>Safe behaviours (inc. online.)</p> <p>Informed lifestyle choices (nutrition).</p> <p>Daily hygiene processes.</p>
		5	3	<p><b>Year 5</b> Relationships – positive friendships/ relationships – All the types of family.</p> <p>How to find info/advice through helplines – loneliness.</p> <p>Puberty- Y5 content WCC</p> <p>Making informed choices and self-respect/esteem.</p>

AREA	BY THE END OF KEY STAGE EXPECTATIONS	YEAR GROUP	TERM	TOPIC/THEME DETAILS
Being safe (continued)	Set out in row above.	6	3	<p><b>Year 6</b> Recognising Body Changes</p> <p>Emotional Changes</p> <p>Drugs, alcohol and substance misuse.</p> <p>Making informed choices and self-respect/esteem.</p> <p>Puberty- changes to the body – Y6 WCC content FGM, sexual intercourse, conception, pregnancy. Male and female – body changes.</p> <p>How to find advice. You are boss of your body, peer pressure, relationships.</p>

YEAR GROUP	SCIENCE	TOPIC/THEME DETAILS
Year 1	Cycle	<p>Animals including humans</p> <p>I have identified, named, drawn and labelled the basic parts of the human body and say which part of the body is associated with each sense.</p>
Year 2	Cycle	I have noticed that animals, including humans, have offspring which grow into adults
Year 5	Cycle	<p>I have described the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>I have described the life process of reproduction in some plants and animals.</p> <p>I can describe the changes as humans develop to old age.</p>
Year 5	Character Curriculum	Puberty

YEAR GROUP	SCIENCE	TOPIC/THEME DETAILS
Year 6	Cycle	I have recognised that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
Year 6	Character Curriculum	Recognising body changes, emotional changes, FGM, Your Body Your Choice , pregnancy, sexual education
All year groups	Assembly	See safeguarding overview attached

## Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

## Definitions for Relationships and Sex Education

Curriculum	Notes on statutory content and placing this learning in the curriculum	Main subject location(s)	Phase to introduce
Naming main external body parts (including correct terms for genitali	<p>Naming main external body parts is in Year 1 National Curriculum Science. The science programme of study does not list parts of the body to teach and does not prohibit teaching any parts.</p> <p>The structure and function of the male and reproductive organs are covered in more detail (internal and external) in National Curriculum Science Key Stage 3.</p> <p>Naming genitalia will also be part of learning about changing adolescent body under Health Education.</p>	<p>Science</p> <p>Science</p> <p>Health Education</p>	Primary
Learning about privacy of genitalia.	This is safeguarding and also compatible with the interpretation of Relationships education.	Relationships Education	Primary
<p>Sexual reproduction in humans</p> <ul style="list-style-type: none"> <li>- Sperm and egg needed to make a baby</li> <li>- Conception, including IVF</li> <li>- Sexual intercourse</li> <li>- Birth</li> </ul>	<p>This can be covered in science, building on a sequence of learning in science about reproduction. However, National Curriculum Science treats human reproduction as optional content when covering sexual reproduction in animals.</p> <p>When learning about human sexual reproduction in science pupils might also be given context – see below.</p>	<p>Science</p> <p>And / or</p> <p>Sex education</p>	Primary
<p>Context of human sexual reproduction and sexual intercourse</p> <ul style="list-style-type: none"> <li>- Reproduction is adult; requires physical and emotional maturity,</li> <li>- Legal age of consent to sex</li> </ul>	<p>This context can be covered to some extent whether human reproduction is taught in science or as part of sex education.</p> <p>Relationships Education includes that pupils should know: 'that families are important for children growing up because they can give love, security and stability'.</p>	<p>Science</p> <p>And / or</p> <p>Sex education</p>	Primary

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