



RELATIONSHIPS & SEX EDUCATION

The terms Trust and School (and levels within e.g. governors and trustees) are interchangeable and apply to all schools within the Trust

1 Introduction – Rationale and Ethos

This policy covers our school's approach to the teaching and learning of Relationships and Sex Education (RSE). It was produced by Parisa Nowshirvani (PSHEE Lead) through consultation with the Teaching Staff, children and Parents/Carers of Wellgate.

Policy Development

The Relationships and Sex Education curriculum content and policy have been developed alongside the following:

- Parent/Carer Consultation – NB – Responses were collated and used to inform some of the content. Further consultation was scheduled to take place with a draft policy and curriculum offer however Covid-19 circumstances have prevented this. This consultation will be reviewed.
- Pupil Consultation – Consultation published on the School Blog. Due to minimal replies, a sample of children were selected and given the consultation within the school setting. This is to ensure that we mirror the needs of our school community.
- Draft policy was shared with staff and governors at the same time as parents and carers.
- Extensive research by subject lead to develop the curriculum content and policy with support from the PSHE Association and the statutory guidance for Relationships and Sex Education (DfE).
- Thorough analysis of data for Barnsley from CHIMAT (specifically obesity, dental Care, teenage pregnancy and hospital admissions for self-harm) to ensure that areas of local concern are addressed.

Statutory Requirements

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, Sex Education is not statutory for Primary Schools beyond the Science Curriculum. At Wellgate, we have chosen to deliver Relationships and Sex Education. In teaching RSE, we must have regard to the government guidance issued by the Secretary of State outlined in Section 403 of the Education Act 1996.

Definition

We define 'Relationship and Sex Education' as lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It is designed to provide children with the necessary skills for building positive, enjoyable and respectful relationships safely in society both on and off line. Pupils are able to explore their own and other's attitudes and values and builds their self-esteem and confidence to view their own sexuality positively. Relationships and Sex Education helps the children to recognise their own self-worth. We do not use Relationships and Sex Education as a means of promoting any form of sexual orientation.

Our beliefs and ethos

We believe that RSE is important for our students and our school because effective teaching and learning of Relationships and Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.



Home/School Partnership

We view the partnership of home and school as vital in providing a consistent platform for children to learn and discuss a range of issues about themselves and their wellbeing, where at times, sensitive issues may arise. Through our RSE curriculum, all children are encouraged to be ask questions to clarify understanding and we do this in a way that they feel safe.

2 Roles and Responsibilities.

The RSE programme will be led by the PSHEE Lead, Parisa Nowshirvani. It will be taught by only teaching staff and will be taught through circle time and PSHEE lessons.

Role of the Head Teacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school and managing requests to withdraw pupils from non-statutory components of RSE.

Role of the Subject Leader

The Subject Leader will be responsible for the delivery of any in-house training of subjects to be taught within the RSE Curriculum. They will also ensure reviews of the content and policy are undertaken and that resources in school are suitable to support the delivery of a range of lessons.

Role of Teaching Staff

Teaching Staff are responsible for:

- Delivering RSE in a sensitive manner
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish to be withdrawn from the non-statutory components of RSE.

Role of the Governing Body

The Governing Body will approve the RS Policy and hold the head teacher to account for its implementation.

Role of the PSHEE Link Governor

It is the responsibility of the PSHEE Governor to meet regularly with the PSHEE leader to discuss and review the RSE curriculum and policy. The Link Governor will provide challenge for the PSHEE lead to gain a better understanding of the content being taught in school, also ensuring it mirrors the needs of the school community.

Role of Parents/Carers

The school is aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents/carers of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we will:

- Inform parents/carers about the school's sex education policy and practice through the school website and parent/carer forums
- Answer any questions that parents/carers may have about the sex education of their child
- Invite parents/carers to give their opinion about the Relationships and Sex Education Curriculum when under review.



3 Aims and Objectives

At Wellgate, our aims and intentions through delivering a Relationships and Sex Education Curriculum are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, giving them an understanding of sexual development and the importance of health and hygiene
- Provide knowledge of the human reproductive processes
- Provide knowledge and understanding of keeping safe and the recognition and management of risk
- Develop positive relationships and respect for difference and diversity, avoiding prejudice and stereotyping
- To nurture a responsible attitude towards personal relationships including aspects of mutual respect, care and to develop sensitivity towards the needs of others
- Help pupils develop feelings of self-respect, self-esteem, confidence and empathy, especially in their relationships with others.
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Help pupils develop language, decision making, choice and assertiveness skills
- Develop personal resilience to cope with the influences of their peers and the media
- Show pupils where and how to access accurate information and support
- Answer pupils' questions honestly and sensitively
- To provide knowledge of loving and supportive relationships, the nature and importance of family life

4 Equal opportunities (Entitlement.)

As a school, we must ensure that issues are taught in a way that does not subject pupils to discrimination based on their protective characteristics (Equality Act 2010).

The school is committed to the provision of SRE to all of its pupils. Every child is entitled to receive high-quality RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special needs, and social circumstances. It is our intention that all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with opportunities for support or challenge if required.

All pupils should have access to a broad and balanced curriculum (SEN Code of Practice 2015). We ensure RSE is inclusive and meets the needs of all of our students, including those with Special Educational Needs and Disabilities by differentiating lessons appropriately. All activities and resources will be differentiated to meet the needs of all pupils. Where necessary more activities will be provided to any child where their understanding needs further development, in line with assessments made by the class teacher.

Access to the RSE Curriculum for all pupils will be achieved by:

- Creating a trusting, safe atmosphere where questions can be asked and answered openly and without embarrassment when appropriate
- Making RSE an integral part of our PSHE curriculum
- Using circle time and the setting of ground rules to foster trust, security and openness
- Providing information which is easily understood, relevant and appropriate to the age and maturity of the pupils
- Delivering the RSE programme by adults with whom the pupils are familiar with



We ensure RSE fosters gender equality and LGBTQ+ equality by integrating this into the teaching of many strands of the PSHEE curriculum to enable children to recognise that gender differences and LGBTQ+ is a part of the society in which they are growing up within.

5 Curriculum

Content

See Appendix 1

Organisation

Relationships and Sex Education will be delivered in mixed gender groups; however, there may be occasions where single gender groups will be created to follow up particular themes that have been taught. At the beginning of each session, children will be reminded of the ground rules for the work and boundaries will be clarified for the children prior to delivering the content. This will include reminding the children that personal questions should not be asked to any of their peers or members of staff.

All children will be informed that they can ask questions in the sessions however a particular time will be allocated to do this. Children will have the option to write down their questions should they feel this is the way that is most comfortable for them.

Dealing with questions

All staff will use their professional judgement in deciding the best way to answer questions related to RSE. Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupils concerned. If a teacher doesn't know the answer, this will be acknowledged. Children will also be reminded that if they do not wish to give out personal information in class, they can speak to someone they trust after the lesson, e.g. Class Teacher, Teaching Assistant or a member of the Safeguarding Team.

Safeguarding

Teachers need to be aware that sometimes disclosures may be made during sessions, in which case safeguarding procedures must be followed immediately (see Safeguarding Policy). If disclosures occur, the school's disclosure/confidentiality policy is followed.

The Right to Withdraw

Parents and carers do not have the right to withdraw their child(ren) from Relationships Education or any element of the Sex Education curriculum that is part of the Science Curriculum. Parents and carers have the right to withdraw their child(ren) from the non-statutory components of Sex Education within RSE. Requests for withdrawal should be sent to the Headteacher and a meeting will take place to further discuss the request.

Links with other policies

- PSHEE
- Science
- Physical Education
- Safeguarding
- Behaviour
- Equal Opportunities
- SEND



6 Monitoring, assessment, evaluation and reporting to Parents/Carers

In Foundation Stage, pupils are observed and assessed against the Early Learning Goals in the Early Years Foundation Stage Profile. For this area of the PSHEE Curriculum, particular objects for RSE will fall into the following areas of learning:

- Personal, Social and Emotional Development
- Physical Development
- Understanding of the world

In Key Stage One and Two there are no statutory requirements for end of key stage teacher assessment in PSHEE.

Teachers assess the pupils work in PSHEE and RSE by making informal judgements as they observe them during circle time, discrete RSE lessons, gauged against the specific year group outcomes. We have clear expectations of what pupils will know, understand and be able to do at the end of each key stage, as outlined by the National Curriculum Guidelines and the Statutory Guidance for Relationships and Sex Education (DfE).

Recording

Recording of work will be in a form appropriate to the planned focus. Evidence of PSHEE and RSE will be in a variety of forms e.g. photographs as well as written work. The very nature of PSHEE and RSE means that careful consideration should be given to the best means of recording. Written work may not always be appropriate and staff will use their professional judgment in this.

7 Background Information

See Section 1

8 Resources

A range of teaching methods and resources, which involve children's full participation, are used to teach Relationships and Sex Education. These include class discussions, looking at case studies, drama and role-play. Resources to teach Relationships and Sex Education may include fiction, reference books, leaflets, extracts from videos and the use of dolls and puppets.

To support the teaching of some elements of the RSE Curriculum, teachers may use:

- Christopher Winter RSE Scheme
- Channel 4 Living & Growing

9 Review

This policy will be monitored and evaluated by the subject leader in consultation with the head teacher, staff, pupils, parents and carers.

Reviewed By	P.Nowshirvani	Date	1.12.2021
Endorsed By	C.Egginton	Date	2.12.2021
Approved By	C.Egginton	Date	2.12.2021

This policy will be reviewed in December 2023.



APPENDIX 1

RSE Curriculum Content



Theme 1 – Health & Wellbeing – Ourselves, Growing & Changing

Children will learn...

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To identify what they like and dislike.</p> <p>About how they have changed since they were a baby – what they can do now that they couldn't do.</p> <p>Vocabulary – like, dislike, change, different, baby, child, age</p>	<p>To recognise what makes them special.</p> <p>To identify what they are good at.</p> <p>About growing and changing from young to old and how people's needs change.</p> <p>The difference between boy and girl babies (not anatomically)</p> <p>About preparing to move to a new class/year group.</p> <p>Vocabulary – special, different, grow, change, different, needs, boy, girl, male, female</p>	<p>To recognise the ways in which we are all unique.</p> <p>How to manage when finding things difficult.</p> <p>That some people have fixed ideas about what boys and girls can do.</p> <p>The difference between male and female babies and animals.</p> <p>To describe the physical differences between males and females.</p> <p>To name the main parts of the body including external genitalia (e.g., vagina, penis, testicles, breasts).</p> <p>About preparing to move to a new class/year group.</p> <p>Vocabulary – unique, difficult, male, female, body part, breasts, vagina, testicles, penis, genitalia</p>	<p>About personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>To recognise their individuality and personal qualities</p> <p>Some differences and similarities between males and females.</p> <p>Male and female body parts using agreed words.</p> <p>Vocabulary – personal, identify, culture, faith, ethnicity, quality, individual, male, female, similarity, difference, body, vagina, breasts, testicles, penis</p>	<p>To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>About how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.</p> <p>The main stages of the human lifecycle.</p> <p>To know that the body changes when a child grows up (different parts of the body grow and change – called puberty) **Detail in Y5**</p> <p>How to discuss the challenges of puberty with a trusted adult.</p> <p>Vocabulary – strengths, achievement, skill, positive, challenge, motivation, lifecycle, human, puberty.</p>	<p>That for some people gender identity does not correspond with their biological sex.</p> <p>Main physical and emotional changes that happen during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, the range of products that are available and implications on emotional health.</p> <p>Further physical and emotional changes that happen in puberty - erections and wet dreams</p> <p>How puberty affects the reproductive organs.</p> <p>How to keep clean during puberty.</p> <p>About how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.</p> <p>About where to get more information, help and advice about growing and changing, especially about puberty.</p> <p>How to discuss the challenges of puberty with a trusted adult.</p> <p>Vocabulary – gender, biological sex, emotional, menstruation, erection, wet dream, reproductive, organ, cleanliness, hygiene, advice</p>	<p>About the new opportunities and responsibilities that increasing independence may bring.</p> <p>To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.</p> <p>What sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults.</p> <p>How pregnancy occurs (conception) i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb.</p> <p>That pregnancy can be prevented with contraception.</p> <p>About the responsibilities of being a parent or carer and how having a baby changes someone's life.</p> <p>Strategies to manage transitions between classes and key stages.</p> <p>How to discuss the challenges of puberty with a trusted adult.</p> <p>Vocabulary – responsibility, independence, external, internal, reproduction, intercourse, consent, conception, fertilise, sperm, egg, ovary, contraception</p>



Theme 2 – Relationships – Families and Close Positive Relationships

Children will learn...

Theme 2 – Relationships – Families and Close Positive Relationships						
Children will learn...						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>About different types of families including those that may be different to their own.</p> <p>About how to talk about their family.</p> <p>How to be sensitive to others' needs to maintain a positive relationship.</p>	<p>About the roles different people (e.g. acquaintances, friends and relatives) play in our lives and how these are referred to as a relationship.</p> <p>About different types of families including those that may be different to their own – makeup of the family.</p>	<p>To identify the people who love and care for them and what they do to help them feel cared for.</p> <p>To identify common features of family life.</p> <p>That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried.</p> <p>About the different types of family and how these may be different or the same to their own – single parent, LGBT families, families headed by grandparents, adoptive parents, foster families among other structures.</p> <p>That families that are different to theirs are also characterised by love and care.</p>	<p>To recognise that there are different types of relationships- friendships, family relationships, romantic relationships, online relationships.</p> <p>That a feature of positive family life is caring relationships; about the different ways in which people care for one another (including through difficulty).</p> <p>To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability.</p> <p>To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.</p>	<p>That people may be attracted to someone emotionally or romantically.</p> <p>That people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart.</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.</p> <p>That part of a healthy family life is caring for children and other family members, spending time together is important and sharing each other's lives.</p>	<p>That people may be attracted to someone emotionally, romantically and sexually.</p> <p>That people may be attracted to someone of the same sex or different sex to them.</p> <p>That stable, caring relationships are at the heart of a happy family and important for children's security as they grow up.</p>	<p>That gender identity and sexual orientation are different.</p> <p>About marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong.</p> <p>That forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others.</p> <p>How relationships can change (as we grow up or as circumstances change).</p> <p>Why sometimes relationships may change or end.</p>
<p>Vocabulary – family, different, friend</p>	<p>Vocabulary – relative, relationship</p>	<p>Vocabulary – love, care, feature, common, adoptive, carer</p>	<p>Vocabulary – romantic, respect, foster, security, stability, commitment, healthy relationship</p>	<p>Vocabulary – love, care, feature, common, adoptive, carer</p>	<p>Vocabulary – attraction, emotion, sexual</p>	<p>Vocabulary – gender identify, sexual orientation, marriage, civil partnership, commitment</p>



Theme 2 – Relationships – Friendships

Children will learn...

Theme 2 – Relationships – Friendships						
Children will learn...						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>What a friend is.</p> <p>How to make a friend.</p> <p>How to communicate with a friend to play together cooperatively, taking turns with others.</p> <p>How to identify things they like about their friends.</p> <p>How they could make a new friend.</p> <p>The importance of being kind to friends and how this might look.</p> <p>How to communicate effectively with adults and other children.</p> <p>Vocabulary – friend, play, kindness, sharing.</p>	<p>About how to recognise when they or someone else feels lonely and what to do.</p> <p>How to ask for help if a friendship is making them feel unhappy.</p> <p>What is meant by ‘honesty’ and ‘truthfulness’ and how this forms part of a positive friendship.</p> <p>Vocabulary – lonely, honesty</p>	<p>About how people make friends and what makes a good friendship.</p> <p>Simple strategies to resolve arguments between friends positively.</p> <p>Vocabulary – friendship, argument</p>	<p>About the importance of friendships providing a feeling of happiness and security); strategies for building positive friendships; how positive friendships support wellbeing.</p> <p>That healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them.</p> <p>Vocabulary – happiness, security, positive, supportive, included</p>	<p>To recognise what it means to ‘know someone online’ and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face.</p> <p>The importance of seeking support if feeling lonely or excluded.</p> <p>The characteristics of friendships including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing of interests/experiences and support with problems and difficulties.</p> <p>Vocabulary – online, risk, communication, loyal, generous, interests</p>	<p>What constitutes a positive healthy friendship (e.g. Mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.</p> <p>Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others.</p> <p>How to recognise who to trust and not to trust regarding making friendships.</p> <p>Vocabulary – healthy friendship, mutual,, recognise, manage, trust</p>	<p>How friendships can change over time, about making new friends and the benefits of having different types of friends.</p> <p>That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely – knowing that resorting to violence isn’t right.</p> <p>To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary.</p> <p>Vocabulary – change, benefit, dispute, reconcile, violence</p>



Theme 2 – Relationships – Managing hurtful behaviour and bullying

Children will learn...

Theme 2 – Relationships – Managing hurtful behaviour and bullying						
Children will learn...						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>That bodies and feelings can be hurt by words and actions.</p> <p>How to consider other people's feelings.</p> <p>How to use gentle hands and understand that it is good to be kind to people.</p> <p>Vocabulary – hurt, actions, words, feelings, gentle, kind</p>	<p>That people can say hurtful things.</p> <p>About how people may feel if they experience hurtful behaviour or bullying.</p> <p>Vocabulary – hurtful, bullying</p>	<p>That people can say hurtful things online.</p> <p>That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult.</p> <p>Vocabulary – online, internet, teasing, deliberate</p>	<p>About the impact of bullying, including offline and online.</p> <p>Strategies to respond to hurtful behaviour experienced or witnessed.</p> <p>Vocabulary – impact, strategy, witness</p>	<p>The consequences of hurtful behaviour.</p> <p>The bullying (including cyber bullying) has a negative and often lasting impact on mental health.</p> <p>Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.</p> <p>Vocabulary – consequence, harassment, concern</p>	<p>About discrimination and what it means.</p> <p>Vocabulary – discrimination</p>	<p>About discrimination: how to challenge it.</p> <p>Vocabulary – challenge</p>



Theme 2 – Relationships – Feelings and Emotions

Children will learn...

Theme 2 – Relationships – Feelings and Emotions						
Children will learn...						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Different types of emotions and feelings they may feel at this age.</p> <p>That feelings can be shown in different ways.</p> <p>How feeling happy and sad might be expressed by some people.</p> <p>How it feels to be proud of something.</p> <p>How to express feelings about liking/disliking activities.</p> <p>How they can ask for help when needed.</p> <p>That some behaviour is unacceptable and there might be consequences.</p> <p>Vocabulary – happy, sad, upset, angry, surprised, worried, proud, choice</p>	<p>Examples of different feelings.</p> <p>How faces and bodies show different feelings.</p> <p>It is important to share feelings and give examples of appropriate ways of doing so.</p> <p>That they can affect how others feel.</p> <p>To recognise when something was fair or unfair and say why.</p> <p>Examples of acts of kindness.</p> <p>To reflect on the impact of kind/unkind actions.</p> <p>What is meant by right and wrong (in terms of their own behaviour).</p> <p>That both bodies and feelings can be hurt.</p> <p>About occasions when someone might hurt themselves physically (falling in the playground/spraining an ankle etc.) and how this can make them feel.</p> <p>Vocabulary – share, appropriate, kindness, wrong, hurt</p>	<p>That it is important to share feelings with others.</p> <p>About helpful and not helpful ways to communicate feelings.</p> <p>Some ways to respond sensitively to how to others are feeling.</p> <p>What fair/unfair, right /wrong mean to them.</p> <p>When behaviour is not ok and identify what they can do in such situations and afterwards and who I can tell.</p> <p>Different kinds of ways people can care for each other.</p> <p>How bodies may feel and what they do when people feel uncomfortable or hurt.</p> <p>Differences and similarities between being hurt physically or emotionally</p> <p>Vocabulary – communicate, sensitive, fair, unfair, physical, emotional</p>	<p>How to respond to others to help them with their feelings.</p> <p>To identify when someone might need help with their feelings and who to talk to.</p> <p>The difference between a secret and keeping something confidential, what it means to keep something confidential and why confidentiality may be important.</p> <p>That even in someone asks them to keep a secret and they agree, they can still tell a teacher.</p> <p>What a dare is, consider feelings associated with giving or being given a dare and suggest when dares may be ok and when dares may not be ok.</p> <p>How to say 'No' to a dare they feel unsure about.</p> <p>Vocabulary – secret, confidential, dare</p>	<p>How feelings can affect thoughts and behaviour.</p> <p>What makes feelings better/worse/what helps and what doesn't.</p> <p>Different responses they can give in response to a range of feelings in others.</p> <p>Reasons for when they should/should not agree to keeping something confidential/secret.</p> <p>Examples of when it is right to change their mind, and when it is ok, or even really important to break confidence.</p> <p>Vocabulary – response, confidence</p>	<p>How to recognise a wide range of feelings in others.</p> <p>How it feels when others respond appropriately/inappropriately to their feelings.</p> <p>Language and strategies to use if not sure of how others are feeling.</p> <p>How they can respond positively to others' feelings.</p> <p>When they should accept and when they should refuse to accept to keep a confidence or secret.</p> <p>The difference between a dare and a positive challenge.</p> <p>That daring someone to do something dangerous or harmful is wrong – if we put someone under pressure, we share the responsibility if something goes wrong.</p> <p>Vocabulary – appropriate, inappropriate, pressure</p>	<p>Ways of recognising a range of feelings in others.</p> <p>The benefits (to self and others) of recognising/responding appropriately to our own and others' feelings.</p> <p>How to empathise with others who are experiencing difficult or challenging feelings.</p> <p>Describe the difference between 'challenges' that can be useful and 'dares' that are dangerous to self / others.</p> <p>To identify 'dares' that are sometimes made to look or sound like something else.</p> <p>Vocabulary – empathy</p>



Theme 2 – Relationships – Safe Relationships

Children will learn...

Theme 2 – Relationships – Safe Relationships						
Children will learn...						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>What is meant by 'private'.</p>	<p>To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>How to respond safely to adults they don't know</p> <p>About how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p>	<p>That sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>About knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>What is meant by 'personal space' and how this is a boundary within a safe relationship.</p>	<p>How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>About keeping something confidential or secret, when this should (e.g. A birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p>	<p>About why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.</p> <p>What is meant by 'victim blaming' and why this is wrong.</p>	<p>About seeking and giving permission (consent) in different situations.</p> <p>Where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>That everyone has the right to feel safe and happy in a relationship.</p> <p>That acceptable touch depends on the person, who they are with, their relationship, where they are and what the touch is.</p>	<p>How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).</p> <p>That unhealthy relationships can happen anywhere: in school, at work, at home, amongst family members and friends.</p> <p>That people have the rights over their own bodies.</p> <p>The types of touch that are acceptable / appropriate.</p> <p>How people can tell whether touch is acceptable or unacceptable.</p> <p>Strategies to use if someone's behaviour (touch or unwanted attention) makes them worried or uncomfortable.</p> <p>Sources of help/advice in school, outside school, locally, nationally by phone and online.</p> <p>Vocabulary – boundaries, unhealthy, rights, advice</p>
<p>Vocabulary – private</p>	<p>Vocabulary – respect, underwear, privacy, unsafe, worried, help, support</p>	<p>Vocabulary – pretending, online, permission, secret, surprise, pressure, boundary</p>	<p>Vocabulary – appropriate, online, internet, confidential</p>	<p>Vocabulary – risk, concern, contact, acceptable, unacceptable, victim, blame</p>	<p>Vocabulary – seek, permission, concern, touch</p>	<p>Vocabulary – boundaries, unhealthy, rights, advice</p>



Theme 2 – Relationships – Respecting Self and Others

Children will learn...

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Children will learn...						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>About what is kind and unkind behaviour.</p> <p>That other children don't always enjoy the same things as they do and that they need to show sensitivity towards this.</p> <p>That there will be similarities and differences between themselves and others – giving examples of this including families, communities and traditions.</p> <p>What is meant by 'manners' – giving examples and demonstrating this within the setting.</p> <p>Vocabulary – kind, unkind, same, different, family, manners</p>	<p>About how to treat themselves and others with respect; how to be polite and courteous.</p> <p>How to listen to other people and play and work cooperatively.</p> <p>How to respect other people's space, property and resources.</p> <p>What is meant by 'courtesy' – proving and modelling examples of this.</p> <p>Vocabulary – polite, courteous, play, property, space, respect, courtesy</p>	<p>About what is kind and unkind behaviour, and how this can affect others.</p> <p>To recognise the ways in which they are the same and different to others.</p> <p>That other families may be different to theirs but these should be respected.</p> <p>How to talk about and share their opinions on things that matter to them.</p> <p>Ways of showing respect to people who are different to me.</p> <p>About positive personal attributes including honesty and generosity. ***</p> <p>Vocabulary – opinion, generosity</p>	<p>That personal behaviour can affect other people; to recognise and model respectful behaviour online.</p> <p>Identify peaceful ways to solve problems that might arise in friendships</p> <p>How showing respect to oneself can be through the development of resilience, belief that each person can achieve, perseverance with tasks working towards a long-term goal despite any setbacks.</p> <p>How to identify self-respect and how this links to their own happiness.</p> <p>About positive personal attributes including honesty, kindness, generosity and trustworthiness. ***</p> <p>Vocabulary – peaceful, res</p>	<p>To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society.</p> <p>The definition of 'self-worth' and how this can be a continual trait to develop and achieve.</p> <p>About positive personal attributes including honesty, integrity, humility, kindness, generosity, trustworthiness and a sense of justice. ***</p> <p>Vocabulary – self-respect, anonymous, self-worth, achieve</p>	<p>About respecting the differences and similarities between people and recognising what they have in common with others e.g. Physically, in personality or background.</p> <p>Strategies to improve or support courteous, respectful relationships.</p> <p>That in school and society, they can be expected to be treated with respect by others and in turn they should show respect, including those in positions of authority.</p> <p>Vocabulary –courteous, respectful, society, authority</p>	<p>To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.</p> <p>How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.</p> <p>Vocabulary – traditions, belief, challenge</p>