



Relationships and Sex Education Policy

Written By	RSE co-ordinator, Head Teacher
Frequency of Review	After 1 year initially and then every 4 years
Date reviewed and approved by Governing Body	September 2020
Date of next review	September 2021
Display on Website	✓
Purpose	To provide guidance and information on all aspects of Relationships and Sex Education (RSE) for parents, governors, teaching and non-teaching school staff. The School ensures that the curriculum is taught appropriately and in line with current government guidance.
Intent	<p>To help pupils develop feelings of self-respect, confidence and empathy and to create a positive culture around all types of relationships.</p> <p>To prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.</p> <p>For parents to understand the content of the curriculum so that they, as primary educators of their child(ren) can support this at home.</p> <p>For parents and school to apply guidance regarding parents right to withdraw their child(ren) from sex education.</p>
Consultation	Governors ✓

	Parents ✓
	Pupils ✓
	Staff ✓
Links with other policies	Safeguarding and Child protection policy PSHE Bullying policy Inclusion policy Teaching and Learning policy

1. Mission Statement

We at Burlington Junior School believe that it is the responsibility of a good school to help pupils develop into responsible and caring adults, who are able to contribute positively to their community, and family life. Relationships and Sex Education (RSE) is a key factor in helping children make positive relationships and choices which extends in all contexts, including online.

2. What is RSE?

RSE sits within the Personal, Social Health Education (PSHE) curriculum. High quality, evidence-based and age-appropriate teaching of RSE supports children with emotional, social and cultural development and involves learning about the important aspect of life that is forming safe, positive and supportive relationships.

The Sex Education Forum defines Relationships Education as “learning about the physical, social, legal and emotional aspects of human relationships including friendships, family life and relationships with other children and adults. Relationships Education support children to be safe, happy and healthy in their interactions with others now and in the future” (Sex Education Forum, 2020). The term ‘relationships’ refers to all types of relationships: family relationships including same sex relationships, friendships, as well as sexual relationships. The Sex Education Forum defines sex education as “learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction” (Sex Education Forum, 2020). At Key Stage 2, we build on the learning from Key Stage 1, and will support children to understand sexual development, relating to understanding the human life cycle and changes at puberty. This learning will be further built on at Key Stage 3 and 4 when children will be supported to understand and prepare for sexual relationships and have a greater understanding about safer sex, sexually transmitted infections and sexual health.

In our school, we take the approach that RSE should be approached in an integrated way. However, we will highlight lessons that contain what we define as sex education so that we respect the wishes of parents and carers who want to withdraw their child(ren) from this content. For example, when learning about sexual intercourse can lead to conception (in year 5) and about how a baby develops from conception through the nine months of pregnancy and how it is born (in Year 6).

3. Why teach RSE?

Teaching RSE is crucial to ensure that children are happy, healthy and safe as they grow up. It will ensure they have a better understanding of different kinds of relationships (including online relationships) whilst also knowing how to stay safe and what to do if they need support or advice. In primary schools, the focus of RSE is to teach children about the characteristics of positive relationships, with reference to friendships, family relationships, and relationships with other children

and adults. The Department for Education (2019) has made Relationships Education and Health Education compulsory in all primary schools in England. While sex education is not mandatory in primary schools, the Department for Education recommends that all primary schools should have a sex education programme that is tailored to the age and physical and emotional maturity of the pupils (paragraph 67, statutory guidance on RSHE, 2019). This will provide solid foundations for further learning at Key Stage 3 and 4 to support pupils to understand and prepare for sexual relationships in adult life.

4. Aims

Our Relationships Education programme aims to:

- Provide a framework in which sensitive discussions can take place
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around all types of relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Safeguard pupils so that they have an understanding of positive relationships and can identify and seek support around harmful/abusive relationships

Within Health education, our aim is to prepare pupils for puberty and give them an understanding about the importance of health and hygiene.

5. Objectives

Within an atmosphere where questions can be asked and answered openly, the objectives of our RSE programme are to:

- Emphasise the role and the value of a positive family life. Families in our community can be made up in many ways
- Enable pupils to develop the ability to form positive relationships
- Enable pupils to develop knowledge, communication skills and understanding in order to facilitate personal decision-making
- Enable pupils to be aware of personal, psychological, emotional and physical changes in themselves and others
- Enable pupils to explore and understand the impact of peer pressure, in a range of contexts including the internet and social media
- Enable pupils to understand the process of human reproduction, as part of the human life cycle.
- Enable pupils to know what is and what is not legal in matters relating to sexual activity

6. Delivery of RSE

i. RSE Curriculum

RSE is delivered throughout all key stages. In Key Stage 2, we build on children's learning from Key Stage 1 through the integration of RSE in our personal, social

and health education and the science curriculum. Biological aspects of RSE are taught within the science curriculum. In years 5 and 6, pupils also receive stand-alone RSE sessions delivered by a trained health professional. To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to the children's needs. The mapping document (Appendix 3) "Jigsaw 3-11 and statutory Relationships and Health Education" shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements. The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

In accordance with the Department for Education's 'Relationships education, relationships and sex education (RSE) and health education' (June 2019) there are certain aspects of RSE which are compulsory for pupils to learn as they progress through the key stages. Appendix 2 shows a summary of the statutory curriculum for Relationships Education and Health Education for primary.

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'. Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'. The school's programme for PSHE, "Jigsaw", has been mapped by year group and Puzzle (unit of work) showing the depth and breadth of the curriculum coverage, which is shown in Appendix 3. The numbers after the learning outcomes refer to the lesson number in that Puzzle (unit) that contributes most to the specific statutory outcome.

In Key Stage 2, within Science, pupils must be taught to:

- Describe the life differences in the life cycles of a mammal, an amphibian, an insect and a bird. (Living things and their habitats – year 5)
- Describe the life process of reproduction in some plants and animals. (Living things and their habitats – year 5)
- Describe the changes as humans develop to old age. (Animals, including humans – year 5)

See Appendix 4 for the relevant pages from the National Curriculum of what children are taught within Science, including the statutory and non-statutory guidance.

As stated already, under the new guidance, sex education, which consists of 'human reproduction' is not compulsory and parents have the option to withdraw their child(ren) from the sessions if they wish. Puberty work now fulfils the requirements under the 'Changing Adolescent Body' strand of statutory Health Education, which parents cannot withdraw their child(ren) from. The table below shows a brief summary of the "Changing Me" Puzzle (unit) in Jigsaw with respect to what is taught relating to puberty and human reproduction. This Puzzle is

taught in the Summer Term. As a school, we are deeming the content in red as sex education because it covers 'human reproduction'. These are the sessions that children can be withdrawn from:

Year 4 - Lesson 2 (having a baby)

Year 5 - Lesson 4 (conception)

Year 6 - Lesson 4 (conception, birth)

Puberty and Reproduction in Jigsaw		
Year 3	Outside body changes	How our bodies need to change so they can make babies when we grow up – outside changes and how we feel about them.
	Inside body changes	How our bodies need to change so they can make babies when we grow up – inside changes and how we feel about them. (Animations used – shorter version Female and Male Reproductive Systems)
Year 4	Having a baby	The choice to have a baby, the parts of men and women that make babies and – in simple terms – how this happens (animals used – the Female Reproductive System)
	Girls and puberty	How a girl's body changes to that she can have a baby when she's an adult – including menstruation. (Animations used – the Female Reproductive System)
Year 5	Puberty for girls	Physical changes and feelings about them – the importance of looking after yourself. (Animations used – the Female Reproductive System)
	Puberty for boys	Developing understanding of changes for both sexes – reassurance and exploring feelings. (Animations used – the Male Reproductive System)
	Conception	Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of a new life. (Animations used – the Female and Male Reproductive Systems)
Year 6	Puberty	Consolidating understanding of physical and emotional changes and how they affect us. (Animations used – the Female and Male Reproductive Systems)
	Girl talk / boy talk	A chance to ask questions and reflect. (Animations used – the Female and Male Reproductive Systems)
	Conception to birth	The story of pregnancy and birth. (Animations used – the Female and Male Reproductive Systems)

ii. RSE is delivered using a variety of learning approaches and teaching methods which encourage pupils to participate, question and communicate. This includes the use of: videos, posters, leaflets, books, physical resources, the internet, brainstorming, small group discussion, case studies, role play and debates.

iii. Agreed ground rules will be discussed and displayed for everyone to see during RSE lessons. Ground rules will also be periodically reviewed to evaluate how well the group is working and changed if necessary.

iv. Cross Curricular Elements

Whilst RSE forms a part of the Science Curriculum, many themes are explored through PSHE and assemblies. These are always done in accordance with the schools RSE policy and provide another way of exploring relationships and sexuality.

v. Differentiated Learning

Staff planning and delivering RSE always consider differentiated learning when choosing activities. Differentiated learning can be in terms of:

- outcome
- extension of activities
- support on the task
- different resources
- ability/mixed ability grouping
- grouping by gender

vi. Who delivers?

RSE is best led by teachers and other identified staff members rather than by visitors. Teachers develop relationships with pupils and are accessible on an ongoing basis to follow up any questions they subsequently have. When appropriate, outside visitors are invited to run specific sessions. An example of this is the School Health Team are often invited to run specific sessions on puberty, conception and birth, in Years 5 and 6. As with other subjects, teachers will assess children within RSE using a range of different methods: observation within an activity by the teacher, peer assessment, self-assessment, verbal and written feedback. Teachers will inform parents of their child(ren)'s progress within the Easter report.

7. Roles and responsibilities

i. The governing board

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

ii. The Head Teacher

The Head Teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of sex education.

iii. RSE Co-ordinator

The monitoring of RSE is undertaken by the RSE Co-ordinator. It is the role of the RSE Co-ordinator to review the RSE policy every four years. In addition to this, they will be supported by a member of the SLT to ensure curriculum coverage through planning monitoring and learning walks. The role of the RSE Co-ordinator is to ensure resources are up to date and appropriate for each year group. These roles are to be undertaken annually.

iv. Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Creating an environment where pupils feel safe and are able to access and engage in RSE
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents / carers wish them to be withdrawn from non-science components of sex education.

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 Head Teacher.

v. The role of parents and carers

Parents and carers will be informed and supported to understand the programme delivered at Burlington Junior School and the role they have as primary educators of their children. Parents and carers and school need to engage with children about the messages that they get from the media, and give them opportunities for discussion. The school informs parents and carers about the Year 5 and 6 elements of the programme that are being taught so that they can support the initiation of dialogue at home.

Different settings provide different contexts and opportunities for RSE. At home, children can have one-to-one discussions with parents/carers which focus on specific issues, questions or concerns. They can have a dialogue about their attitudes and views. Sex education at home also tends to take place over a long time, and involve lots of short interactions between parents/carers and their children. Schools have an important role to play in helping and supporting parents/carers to talk to their children and we do so by providing information and guidance as required. This will be in the form of resources for websites and books to help promote dialogue at home to link with the learning within RSE.

vi. Pupils

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

vii. External agencies

When appropriate to do so, external experts such as the school health team or a local authority advisor on e-safety will be invited to speak to the children and/or Parents / Carers. Such experts will have informed the class teacher / PSHE co-ordinator of the contents of their presentations and resources used. When sex education is taught, parents will be informed of the content of the session prior to delivery. This policy will be shared with outside speakers prior to their delivery.

8. Specific issues statements

i. Confidentiality

Staff should reassure pupils that: their interests will be maintained; encourage them to talk to parents and carers; ensure that pupils know that teachers cannot guarantee complete confidentiality but that children will know first if it must be broken. Staff should ensure that children are informed of sources of confidential advice.

ii. Child protection

Effective RSE may bring about disclosures of child protection issues and staff should be aware of this and the procedures for managing disclosures and reporting concerns.

iii. Dealing with Questions

Clear parameters of what is appropriate and inappropriate will be established within the ground rules and personal questions will not be answered. If a teacher does not know the answer to a question this will be acknowledged and the teacher or visitor will get back to the child(ren) with the answer when they have found out more. If a question is age inappropriate for the pupil or the whole class or raises concerns about abuse then it should be acknowledged and attended to later on an individual basis. Any question that raises concerns that a pupil is at risk of abuse should be followed up as per the child protection procedures.

9. The Right to Withdraw

Parents and carers have the right to withdraw their child(ren) from sex education and the following lessons within the 'Changing Me' Puzzle (unit): Year 4 - Lesson 2 (having a baby), Year 5 - Lesson 4 (conception) and Year 6 - Lesson 4 (conception and birth). Parents and carers do not have the right to withdraw their child(ren) from Relationships Education, Health Education or parts of the programme that are covered by the National Curriculum Science (see appendix 3). Parents and carers wishing to exercise this right should talk to the Head Teacher or Deputy Head Teacher.

Signed on behalf of the Governors: _____

Date: _____

Responsibility: RSE Coordinator

Date created: January 2020

Next review date: September 2021

Appendix 1

The Law and Guidance in relation to RSE

Relationships education, relationships and sex education (RSE) and health education (Published June 2019)

This is statutory guidance from the Department for Education (DfE) issued under section 80A of the Education Act 2002 and section 403 of the Education Act 1996. Further details are in [Annex A](#).

This guidance replaces the Sex and Relationship Education guidance (2000). This guidance will be reviewed 3 years from first required teaching (September 2020) and every 3 years after that point.

Schools must have regard to the guidance and, where they depart from those parts of the guidance which state that they should, or should not, do something, they will need to have good reasons for doing so.

Schools that adopt the new curriculum early will still need to meet the current [sex and relationship education statutory guidance](#).

Guides to help schools communicate with parents of primary and secondary age pupils are available at [Relationships, sex and health education: guides for schools](#).

Other legal documents that have informed the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- The Equality Act 2010 and schools (May 2014)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf
- Keeping children safe in education – Statutory safeguarding guidance (September 2019)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping_children_safe_in_education_2019.pdf
- Special Educational Needs and Disability code of practice: 0 to 25 years – statutory guidance for organisations (January 2015)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
- Mental Health and Behaviour in Schools (advice for schools)

- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))

The National Education Union (NEU) has also welcomed the statutory guidance for teaching RSE in schools. <https://neu.org.uk/neu-response-relationships-and-sex-education-guidance>

Stonewall has provided guidance about a LGBT-inclusive education. <https://www.stonewall.org.uk/lgbt-inclusive-education-everything-you-need-know>

Appendix 2

This shows a summary of the curriculum on statutory Relationships Education and Health Education for primary.

www.sexeducationforum.org.uk

By the end of primary...

Families and people who care for me

- Importance of family
- Characteristics of healthy family life
- Respect for family diversity
- Importance of stable relationships
- Marriage/civil partnerships as legally recognised commitment
- How to recognise unsafe situations and how to seek advice/help

Online relationships

- People behave differently online
- Same relationship principles apply online
- Rules for keeping safe online
- How to critically consider online content
- How information and data is shared and used online.

Caring friendships

- Importance of friendships
- Characteristics of friendships,
- Benefits of healthy friendships
- How to maintain a healthy friendship
- How to recognise unhealthy friendships and seek help

Being safe

- Appropriate boundaries
- What privacy means
- Your body belongs to you
- How to respond to adults you do not know
- Asking for help and reporting feeling unsafe and abuse
- Where to get advice and support

Respectful relationships

- Importance of respecting others
- Conventions of courtesy and manners
- Importance of self-respect
- Requirement to respect others
- Types of bullying , impact and how to get help
- Stereotypes and their impact
- Permission seeking

Changing Adolescent Body (Health Ed.)

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- About menstrual wellbeing including the key facts about the menstrual cycle.

Appendix 3

Jigsaw PSHE is fully compliant with the Department for Education Statutory Relationships & Health Education Guidance. Jigsaw PSHE 3-11 has been mapped by Year Group and Puzzle (unit of work) showing the depth and breadth of the curriculum coverage. The numbers in the boxes refer to the lesson plan in that Puzzle (unit) that contributes most to the specific statutory outcome. Screenshots taken from: Jigsaw 3-11 and statutory Relationships and Health Education.



Relationships Education By the end of Primary pupils should know:		Year 3 - Ages 7-9					Year 4 - Ages 8-9						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Knowing what the people who care for us are like	(R1) that families are important for children growing up because they can give love, security and stability		1			1	5						1,2
	(R2) 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		1			1	5				6		1,2
	(R3) that others' families, either at 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		1			1	5						1,2
	(R4) 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		1			1	5				6		1,2
	(R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong		1										
	(R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed		2									1,2	



Relationships Education By the end of Primary pupils should know:		Year 3 - Ages 7-9					Year 4 - Ages 8-9						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Being friendships	(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends	1	6			2		1			1	4	
	(R8) the characteristics of friendships, including mutual respect, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	1				2		1			1,2,5	4,5	
	(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	1	5			2		1			5	4-6	
	(R10) 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		5			2					2,5	4	
	(R11) 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		3,4			3		2	2,3		1,2,5,6	4	



Relationships Education By the end of Primary pupils should know:		Year 3 - Ages 7-8					Year 4 - Ages 8-9						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Respectful Relationships	(R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or background), or make different choices or have different preferences or beliefs	2	5,6	1		2		2,3	2	3	5,6	4-6	
	(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships	3	5	6		6		5	1,2		1,2,5	4,5	
	(R14) the conventions of courtesy and manners	5,6	5	5				2,4		5	6	4,5	
	(R15) the importance of self-respect and how this links to their own happiness		6	5	6				5,6		6		
	(R16) that in school and in wider society they are expected to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority	3	5,6			6		3	5,6	6	5,6	4-6	
	(R17) 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		3-5			3			3				
	(R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive		5			1	5						
	(R19) the importance of permission-seeking and giving in relationships with friends, peers and adults	5,6				2		4			2,6	4,6	



Relationships Education By the end of Primary pupils should know:		Year 3 - Ages 7-8					Year 4 - Ages 8-9					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships
Online Relationships	(R20) that people sometimes behave differently online, including by pretending to be someone they are not		5		5	3		2		2,5		
	(R21) that the same principles apply to online relationships as to how to form relationships, including the importance of respect for others online including when we are anonymous	4	5		5	3		2		2		
	(R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and context, and how to report them				4,5	3		2,3		2,6		
	(R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met		5		4,5	3						
	(R24) how information and data is stored and used online				4,5	3						



Relationships Education By the end of Primary pupils should know:		Year 3 - Ages 7-8					Year 4 - Ages 8-9						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Online Safety	(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	6	5		4,5	3		5	2		2,5,6	4,5	
	(R26) 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				4,5	3							2,3
	(R27) that each person's body belongs to them, and the difference between appropriate and inappropriate or unsafe physical, and other, contact						4						1
	(R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know				4,5								
	(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult				4,5						5		
	(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard		4		4,5				4		3,4		
	(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so		3,4		4,5				3		3,4		
	(R32) where to get advice e.g. family, school and/or other sources	2	4		4,5	3			3		3-5	4	



Physical Health and Mental Wellbeing		Year 3 - Ages 7-8					Year 4 - Ages 8-9						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Basic literacy	By the end of Primary pupils should know:												
	[H1] that mental wellbeing is a normal part of daily life, in the same way as physical health				6					6			
	[H2] that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scales of emotions that of human experience in relation to different experiences and situations	2,3	6	5,6	4	2	1-6	1	6	6	1	2	5
	[H3] how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings	2,3	6	5,6	4	2	1-6	1	6	6	1	2	5
	[H4] how to judge whether what they are feeling and how they are behaving is appropriate and proportionate		2	2					5		5	3	4
	[H5] the benefits of physical exercise, time outdoors, community participation, voluntary and charity-based activity on mental wellbeing and happiness				1,2								
	[H6] simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests				1,2,6								
	[H7] isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support		5						2,3			2,4	
	[H8] that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing		3-5						3				
	[H9] where and how to seek support (including recognising the signs for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)		2-4		4,5	3			4			2	
[H10] it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough											3		



Physical Health and Mental Wellbeing		Year 3 - Ages 7-8					Year 4 - Ages 8-9						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Information safety and literacy	By the end of Primary pupils should know:												
	[H11] that for most people the internet is an integral part of life and has many benefits				4,5	3							
	[H12] about the benefits of reducing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing					3							
	[H13] how to consider the effect of their online actions on others and how to recognise and display respectful behaviour online and the importance of keeping personal information private		5			3			3				
	[H14] why social media, some computer games and online gaming, for example, are age restricted					3							
	[H15] that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health		5			3							
	[H16] how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted					3							
	[H17] when and how to report concerns and get support with issues online				3,4	3							



Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 3 - Ages 7-8					Year 4 - Ages 8-9						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Physical health and fitness	(P18) the characteristics and mental and physical benefits of an active lifestyle				1,2,6								
	(P19) the importance of building regular exercise into daily and weekly routines and how to achieve this, for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise				1,2,6								
	(P20) the risks associated with an inactive lifestyle (including obesity)				1,2								
	(P21) how and when to seek support including which adults to speak to in school if they are worried about their health				3-5					3,4			

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 3 - Ages 7-8					Year 4 - Ages 8-9						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Healthy eating	(H2) what constitutes a healthy diet (including understanding calories and other nutritional content)				1,2								
	(H3) the principles of planning and preparing a range of healthy meals				1,2								
	(H4) the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)				1,2					4			



Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 3 - Ages 7-8					Year 4 - Ages 8-9						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Smoking, alcohol and tobacco	(H5) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking				3					3,4			

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 3 - Ages 7-8					Year 4 - Ages 8-9						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Health and prevention	(H26) how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body									3,4			
	(H27) about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer				Additional lesson on website (H32)					Additional lesson on website (H32)			
	(H28) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn				2								
	(H29) about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist												
	(H30) about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing												
	(H31) the facts and science relating to allergies, immunisation and vaccination												



Physical Health and Mental Wellbeing	Year 3 - Ages 7-8						Year 4 - Ages 8-9					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
By the end of Primary pupils should know:												
Basic level				4								
Progression level												

Physical Health and Mental Wellbeing	Year 3 - Ages 7-8						Year 4 - Ages 8-9					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
By the end of Primary pupils should know:												
Changing attainment level						3,4						2,3
Progression level						3,4						3



Relationships Education	Year 5 - Ages 9-10						Year 6 - Ages 10-11						
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	
By the end of Primary pupils should know:													
Progression level: pupils should know for me	(R1) that families are important for children growing up because they can give love, security and stability											3	
	(R2) 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												
	(R3) 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							2					
	(R4) 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												3,4
	(R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong												
	(R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed							5			3,4		4



Relationships Education	Year 5 - Ages 9-10						Year 6 - Ages 10-11					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
By the end of Primary pupils should know:												
Developing friendship	(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends						5			3,4		4
	(R8) the characteristics of friendships, including mutual respect, trustworthiness, honesty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties										4	4
	(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded		3,4								4	4
	(R10) that real friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that hearing to evidence is never right		3,4								4	
	(R11) 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					2,6		3,4		3,4	5	



Relationships Education		Year 5 - Ages 9-10					Year 6 - Ages 10-11						
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Respectful relationships	(R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or background), or have different choices or have different preferences or beliefs	3,4	1,2	5,6	4	2-6		2-6	2,5	4			
	(R13) practical steps they can take in a range of different contexts to improve or support specific relationships	4	6			1-6		4-6	5,6	4		4-6	4,5
	(R14) the conventions of courtesy and manners	3-6				2-6		4					
	(R16) the importance of self-respect and how this links to their own happiness	3	6	3	4,5	1	1		1	1	1,6	2	1,5
	(R18) 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	2	1	4	4	2,3			5,6	6	5,6		5
	(R17) 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		4			2			4			4	
	(R19) what a stereotype is, and how stereotypes can be unfair, negative or destructive		1		4				2				
	(R15) the importance of permission-seeking and giving in relationships with friends, peers and adults					2,3			3		6	4	4,5



Relationships Education		Year 5 - Ages 9-10					Year 6 - Ages 10-11						
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Online relationships	(R20) that people sometimes behave differently online, including by pretending to be someone they are not					2-6						5	
	(R21) 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					2-6		3				5,6	
	(R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them					2-6						5,6	
	(R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met					2-6						5,6	
	(R24) how information and data is shared and used online					2-6						5,6	



Relationships Education		Year 5 - Ages 9-10					Year 6 - Ages 10-11						
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Being safe	(R25) what sorts of technologies are appropriate in friendships with peers and others (including in a digital context)				4	2,3	1	4	3		3,4	4-6	
	(R26) 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					2,3	1				6	4-6	
	(R27) that each person's body belongs to them, and the difference between appropriate and inappropriate or unsafe physical, and other, contact				4		1				1,6	1,2	1,5
	(R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know											4-6	
	(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult		3			2,3						5	
	(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard		3		3	2			4		5,6	4	2
	(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so		2		3	2			3,4		1-6	4	
	(R32) where to get advice e.g. family, school and/or other sources		3,4		3	2			3		1-6	1-6	2,3



Physical Health and Mental Wellbeing		Year 5 - Ages 9-10					Year 6 - Ages 10-11						
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Mental wellbeing	(H1) that mental wellbeing is a normal part of daily life, in the same way as physical health				6	6	6				1,5,6	1,2	1,5
	(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of intensity that all humans experience in relation to different experiences and situations	2	3	1	6	1	3	2,3	6	3	2	3	6
	(H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings	2	3	1	6	1	3	2,3	6	3	2	3	6
	(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate		2		5,6	1	5,6	4	1	5	5,6	1-3	1,5,6
	(H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness				6	5	1				1,5,6	1,2	
	(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests				6		1				1,5,6	1,2	1,5,6
	(H7) isolation and kindness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	5	3,4			1			1-3	4	1,5,6	1-3	1
	(H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing		4			2,3			4		2-4	4	
	(H9) where and how to seek support, (including recognising the triggers for seeking support), including where in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)		3,4		3	2,3					1-6	1-4	1-6
	(H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough				4-6	2,3	1		1,2		1-6	1-3	1, 5, 6



Physical Health and Mental Wellbeing By the end of Primary pupils should know:	Year 5 - Ages 9-10						Year 6 - Ages 10-11					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Internet safety and hygiene					2-6						5,6	
					2-6				5,6	5,6		
					2-6		3,4				5,6	
					2-6						5,6	
					2-6						5,6	
					2-6						5,6	
					2-6			3,4		1-6	1-6	



Physical Health and Mental Wellbeing By the end of Primary pupils should know:	Year 5 - Ages 9-10						Year 6 - Ages 10-11					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Physical health and fitness				6		1				1,5,6	1,2	
				6						1,5,6		
				6						6		
				1-6						1,6	1,2	

Physical Health and Mental Wellbeing By the end of Primary pupils should know:	Year 5 - Ages 9-10						Year 6 - Ages 10-11					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Healthy eating												
				1,2						1,2		



Physical Health and Mental Wellbeing By the end of Primary pupils should know:	Year 5 - Ages 9-10						Year 6 - Ages 10-11					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Drugs, alcohol and tobacco (H2) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking				1,2					2			

Physical Health and Mental Wellbeing By the end of Primary pupils should know:	Year 5 - Ages 9-10						Year 6 - Ages 10-11						
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	
Health and prevention (H2) how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body (H7) about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer (H8) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn (H9) about dental health and the benefits of good oral hygiene and dental treatment, including regular check-ups at the dentist (H10) about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing (H11) the facts and science relating to allergies, immunisation and vaccines													
				Additional lesson on mental health (H22)						Additional lesson on mental health (H22)			
					5					5,6			
				Additional lesson on mental health (H22)									
											1		



Physical Health and Mental Wellbeing By the end of Primary pupils should know:	Year 5 - Ages 9-10						Year 6 - Ages 10-11					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
First Aid (H12) how to make a clear and efficient call to emergency services if necessary (H13) concepts of first aid, for example dealing with common injuries, including head injuries				3								
				3								

Physical Health and Mental Wellbeing By the end of Primary pupils should know:	Year 5 - Ages 9-10						Year 6 - Ages 10-11					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Changes in the human body (H14) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes (H15) about mental wellbeing including the key facts about the menstrual cycle						2-4						2
						2						2,3

Appendix 4

National curriculum in England: primary curriculum Science - Year 5

Animals, including humans

Statutory requirements

Pupils should be taught to:

- describe the changes as humans develop to old age.

Notes and guidance (non-statutory)

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Living things and their habitats

Statutory requirements

Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.

Notes and guidance (non-statutory)

Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment. They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.

References

Sex Education Forum, (2020). *Definitions for Relationships and Sex Education*. Hackney, p. 6.