



1. Aims

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

- › Provide a framework in which sensitive discussions can take place
- › Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Create a positive culture around issues of sexuality and relationships
- › Teach pupils the correct vocabulary to describe themselves and their bodies

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

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

At The Craylands School we teach RSE as set out in this policy.

3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the RSE curriculum
4. Pupil consultation – we collect information from the children related to well being
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

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

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

RSE is not about the promotion of sexual activity; we teach the elements of RSE related to sex education in addition to those aspects of the science national curriculum within the summer term.



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5. Curriculum

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

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

Primary sex education will focus on:

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

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

6. Delivery of RSE

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

Pupils also receive stand-alone sex education sessions based on the channel 4 resources 'living and growing'.

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

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

These elements are statutory and your child can not be removed from these lessons.

The Sex Education lesson cover:

- Names of body parts including genitalia
- Growing up; changes from being a baby to a grown up
- Changes related to puberty including menstruation, masturbation, wet dreams
- How babies are conceived and born
- Sex in the media including stereotypes and sexual orientation

These elements are non-statutory and you have the right to remove your child from these lessons.

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).



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7. Roles and responsibilities

7.1 The governing board

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

7.2 The headteacher

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

7.3 Staff

Staff are responsible for:

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

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

- Class teachers teach RSE with their classes
- Headteacher will teach the year 6 POS for boys

7.4 Pupils

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

8. Parents' right to withdraw

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

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

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

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

10. Monitoring arrangements

The delivery of RSE is monitored by Headteacher through:

- Learning walks



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- Pupil conferencing
- Book monitoring

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

This policy will be reviewed by FGB annually.



Appendix 1: Curriculum map

The lessons in red fall under the non-statutory elements of the RSE curriculum

The Craylands School S.T.A.R. KS1 Long term subject: PSHE

Year 1 Term 1	What is the same and different about us?	
Link to prior learning		PoS refs: H21, H22, H23, H25, R13, R23, L6, L14
Learning objectives	Context	
To know what they like and dislike To say what they are good at	What are your likes and dislikes? Tell me something you are good at.	<ul style="list-style-type: none"> what they like/dislike and are good at
To identify their own strengths	What would you consider are your strengths?	<ul style="list-style-type: none"> what makes them special and how everyone has different strengths
To identify what makes them unique	What makes you different from everyone else?	<ul style="list-style-type: none"> how their personal features or qualities are unique to them
To discuss similarities and differences between each other	How are you like others and different from them?	<ul style="list-style-type: none"> how they are similar or different to others, and what they have in common
Year 1 Term 2	Who is special to us?	
Link to prior learning		PoS refs: L4, R1, R2, R3, R4, R5
Learning objectives	Context	
To understand that we belong to many types of families	Do we only have 1 family?	<ul style="list-style-type: none"> that family is one of the groups they belong to, as well as, for example, school, friends, clubs



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To identify who is in our family and how they care us	Who is in our family?	<ul style="list-style-type: none"> • about the different people in their family / those that love and care for them what their family members, or people that are special to them, do to make them feel loved and cared for
To understand that families are different	Are all families the same as each other?	<ul style="list-style-type: none"> • how families are all different but share common features – what Is the same and different about them
To consider what families do	What do you do with your family?	<ul style="list-style-type: none"> • about different features of family life, including what families do/ enjoy together
To know what to do if you are worried about your family	What should you do if someone in your family upsets you or makes you worried?	<ul style="list-style-type: none"> • that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried
Year 1 Term 3	What helps us stay healthy?	
Link to prior learning		PoS refs: H1, H5, H6, H7, H10, H39
Learning objectives	Context	
To understand what being healthy means and who can help us with this	<p>What does being healthy mean? Who can help keep us healthy?</p>	<ul style="list-style-type: none"> • what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor)
To understand that some medicines can help us	What do medicines do?	<ul style="list-style-type: none"> • that things people put into or onto their bodies can affect how they feel • how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy
To understand how to stop germs from spreading	How can we stop germs from spreading?	<ul style="list-style-type: none"> • why hygiene is important and how simple hygiene routines can stop germs from being passed on



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To know how to look after our bodies	What do we do every day to look after our bodies?	<ul style="list-style-type: none"> what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing
Year 1 Term 4	What can we do with money?	
Link to prior learning		PoS refs: L10, L11, L12, L13
Learning objectives	Context	
To know what money is	What is money? What do we do with it?	what money is - that money comes in different forms
To know how people get money	How do people get money?	<ul style="list-style-type: none"> how money is obtained (e.g. earned, won, borrowed, presents)
To know what people choose to do with money	What do people do with money?	<ul style="list-style-type: none"> how people make choices about what to do with money, including spending and saving how to keep money safe and the different ways of doing this
To understand the difference between need and want	What are some of the things we need in life? What are some of the things we want in life?	the difference between needs and wants - that people may not always be able to have the things they want
Year 1 Term 5	Who helps us to stay safe?	
Link to prior learning		PoS refs: H33, H35, H36, R15, R20, L5
Learning objectives	Context	
To know people who can keep us safe	Who can you think of that keeps people safe?	that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people
To understand ways of seeking help	How can we get help if we are in trouble?	who can help them in different places and situations; how to attract someone's attention or ask for help; what to say what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard



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To know how to deal with stranger danger	What do we do if a stranger talks to us?	how to respond safely to adults they don't know
To understand when to ring 999	When would you ring 999?	how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say
Year 1 Term 6	How can we look after each other in the world?	
Link to prior learning		PoS refs: H26, H27, R21, R22, R24, R25, L2, L3
Learning objectives	Context	
To recognise kind and unkind behaviours	What do people do when they are kind? What do they do when they are unkind?	<ul style="list-style-type: none"> • how kind and unkind behaviour can affect others; how to be • polite and courteous; how to play and work co-operatively
To understand the importance of rules in and out of the classroom	How do we need to behave in the classroom, at home, outside?	<ul style="list-style-type: none"> • the responsibilities they have in and out of the classroom
To understand how animals need to be cared for	How do we look after animals?	<ul style="list-style-type: none"> • how people and animals need to be looked after and cared for
To consider how we can help care for the planet	What can we do to look after our environment?	<ul style="list-style-type: none"> • what can harm the local and global environment; how they and others can help care for it
To consider how to cope with growing up and changing class	What do you feel about going to a new class?	<ul style="list-style-type: none"> • how people grow and change and how people's needs change as they grow from young to old • how to manage change when moving to a new class/year group
Year 2 Term 1	What makes a good friend?	
Link to prior learning		PoS refs: R6, R7, R8, R9, R25
Learning objectives	Context	



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To understand what makes a good friend and how to make friends	How do we make friends with people? What makes a good friend?	<ul style="list-style-type: none"> • how to make friends with others • how people behave when they are being friendly and what makes a good friend
To understand how it feels when you are lonely	How do you feel if you have no one to play with?	<ul style="list-style-type: none"> • how to recognise when they feel lonely and what they could do about it
To understand how to resolve arguments	What do you do if you have an argument with your friend?	<ul style="list-style-type: none"> • how to resolve arguments that can occur in friendships
To know how to seek help if your friend makes you unhappy	What should you do if your friend makes you worries or unhappy?	<ul style="list-style-type: none"> • how to ask for help if a friendship is making them unhappy
Year 2 Term 2	What is bullying?	
Link to prior learning		PoS refs: R10, R11, R12, R16, R17, R21, R22, R24, R25
Learning objectives	Context	
To recognise how hurtful behaviour can make others feel To recognise what bullying is	How do you feel when someone is unkind to you?	<ul style="list-style-type: none"> • how words and actions can affect how people feel • why name-calling, hurtful teasing, bulling and deliberately excluding others is unacceptable
To recognise there are different types of bullying To understand how to deal with different types of bullying	What is bullying? What are the different types?	<ul style="list-style-type: none"> • how to respond if this happens in different situations • how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so
To know what to do if someone makes	What should you do if someone does something to you that you don't want them to do?	<ul style="list-style-type: none"> • how to ask for and give/not give permission regarding physical



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us feel uncomfortable		<ul style="list-style-type: none"> contact and how to respond if physical contact makes them uncomfortable or unsafe
Year 2 Term 3	What jobs do people do?	
Link to prior learning		PoS refs: L15, L16, L17, L7, L8
Learning objectives	Context	
To understand why people have jobs	Why do people have jobs?	<ul style="list-style-type: none"> how jobs help people earn money to pay for things they need and want
To recognise jobs done in the local community	What jobs does your family do? What jobs do people in Swanscombe do?	<ul style="list-style-type: none"> about a range of different jobs, including those done by people they know or people who work in their community
To recognise skills and interests linked with certain jobs	What do you think you need to be like if you are a teacher, policeman, waiter?	<ul style="list-style-type: none"> how people have different strengths and interests that enable them to do different jobs
To know how people use the internet in their lives	What do people use the internet for? What jobs do they use it for?	<ul style="list-style-type: none"> how people use the internet and digital devices in their jobs and everyday life
Year 2 Term 4	What helps us to stay safe?	
Link to prior learning		PoS refs: H28, H29, H30, H31, H32, H34, R14, R16, R18, R19, R20, L1, L9
Learning objectives	Context	
To understand the importance of rules	Why do we have rules? What rules do we have for crossing the road, at the swimming pool, having medicines.	how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online)
To recognise safe and unsafe situations	Can you think of a dangerous situation? How can you make sure you are safe?	how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them



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To understand that no one should pressurise you into doing something	Has anyone ever made you do something you didn't want to? What should we say to people who do this?	how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets
To understand not everything online is reliable	Should you believe everything you read online?	<ul style="list-style-type: none"> • how not everything they see online is true or trustworthy and that people can pretend to be someone they are not
To know what to do if you feel unsafe about something	What should you do if someone makes you worried or feel unsafe?	how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them
Year 2 Term 5	What helps us to grow and stay healthy?	
Link to prior learning		PoS refs: H1, H2, H3, H4, H8, H9
Learning objectives	Context	
To understand what the body needs to stay healthy	What do we need to be healthy?	<ul style="list-style-type: none"> • that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest
To understand what a balance diet is	What food should we eat?	<ul style="list-style-type: none"> • that eating and drinking too much sugar can affect their health, including dental health
To understand the importance of physical activity	What physical activity can we do to keep healthy?	<ul style="list-style-type: none"> • how to be physically active and how much rest and sleep they should have everyday • that there are different ways to learn and play; how to know when to take a break from screen-time
To understand how to stay safe in the sun	How can we stay safe in the summer?	<ul style="list-style-type: none"> • how sunshine helps bodies to grow and how to keep safe
Year 2 Term 6	How do we recognise our feelings?	



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Link to prior learning		PoS refs: H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H27
Learning objectives	Context	
To recognise different feelings and when they feel them	What makes you happy, sad, angry?	<ul style="list-style-type: none"> • how to recognise, name and describe a range of feelings • what helps them to feel good, or better if not feeling good
To understand how situations can bring about different feelings	How do you feel if you lose something, if you get lost, if someone dies, when you move to a new class?	<ul style="list-style-type: none"> • how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)
To understand how our feelings make us act	What things do we do when we are happy, angry, sad?	<ul style="list-style-type: none"> • how feelings can affect people in their bodies and their behaviour
To understand how to seek support if we are struggling with our feelings	What should you do if you are not sure how to stop acting a certain way because of how you feel?	<ul style="list-style-type: none"> • ways to manage big feelings and the importance of sharing their feelings • how to recognise when they might need help with feelings and how to ask for help when they need it feelings with someone they trust



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Year 3 Term 1	What keeps us safe?	
Link to prior learning		PoS refs: H9, H10, H26, H39, H30, H40, H42, H43, H44, R25, R26, R28, R29
Learning objectives		Context
To recognise safe and unsafe situations	Think of a dangerous situation you have ever found yourself in or have seen someone else in....even if on the tele. What injuries could we get from different situations?	<ul style="list-style-type: none"> • how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe
To understand ways we keep ourselves safe in situations	In what ways do we keep ourselves safe every day e.g. in the car, walking at night time, riding a bike for the first time?	<ul style="list-style-type: none"> • how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers
To know the rules to follow to keep ourselves healthy	How do we keep ourselves hygienic? What can help people to stay healthy?	<ul style="list-style-type: none"> • how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)
To recognise when someone makes us feel uncomfortable To know how to seek help when this happens	What should you do if someone tries to make you do something you don't want to do even if its family or friends?	<ul style="list-style-type: none"> • that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable • how to recognise and respond to pressure to do something that



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		<p>makes them feel unsafe or uncomfortable (including online)</p>
<p>To know how to deal with accidents</p>	<p>What should you do if you or others are involved in an accident? How can you help if someone has a minor injury? What do you say if you ring 999 for help?</p>	<ul style="list-style-type: none"> • how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns • what to do in an emergency, including calling for help and speaking to the emergency services
Year 3 Term 2	How can we be a good friend?	
<p>Link to prior learning</p>		PoS refs: R10, R11, R13, R14, R17, R18
<p>Learning objectives</p>	<p>Context</p>	
<p>To understand what makes a good friendship To know the pros of friendships on our feelings</p>	<p>How do you know if someone is feeling lonely? How does having friends make you feel?</p>	<ul style="list-style-type: none"> • how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded • how to recognise if others are feeling lonely and excluded and strategies to include them • how to build good friendships, including identifying qualities that contribute to positive friendships
<p>To understand that friendships can have difficulties and how to reconcile these</p>	<p>Have you ever fallen out with a friend? When this happens how do we deal with it?</p>	<ul style="list-style-type: none"> • that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences
<p>To recognise feelings related to unhappy friendships</p>	<p>Have you ever felt unhappy in a friendship? How can we get help if we feel this way?</p>	<ul style="list-style-type: none"> • how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support
Year 3 Term 3	What are families like?	



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Link to prior learning		PoS refs: R5, R6, R7, R8, R9
Learning objectives	Context	
To understand that not all families are the same	Are all families the same as each other? Does anyone have step parents or step siblings? What does it mean to be fostered and/or adopted?	<ul style="list-style-type: none"> how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)
To consider what families do with and for one another	What do families do for each other and/or with each other? How do families look after each other?	<ul style="list-style-type: none"> how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays how people within families should care for each other and the
To know how to seek help if families make us feel unhappy or worried	How can we get help if our families are upsetting us?	<ul style="list-style-type: none"> different ways they demonstrate this how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe
Year 3 Term 4	What makes a community?	
Link to prior learning		PoS refs: R32, R33, L6, L7, L8
Learning objectives		Context
To understand what a community is	What is a community? What communities do we belong to?	<ul style="list-style-type: none"> how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups
To understand not everyone is the same in a community	Is everyone in a community the same as each other?	<ul style="list-style-type: none"> what is meant by a diverse community; how different groups make up the wider/local community around the school



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To understand the benefits of belonging to a community	How can being part of a community help us?	<ul style="list-style-type: none"> how the community helps everyone to feel included and values the different contributions that people make
To understand how to show respect to others who are different to us	How should we treat others who live differently from the way that we do?	<ul style="list-style-type: none"> how to be respectful towards people who may live differently to them
Year 3 Term 5	Why should we eat well and look after our teeth?	
Link to prior learning		PoS refs: H1, H2, H3, H4, H5, H6, H11, H14
Learning objectives		Context
To understand what a balanced diet is	What is a balanced diet?	<ul style="list-style-type: none"> how to eat a healthy diet and the benefits of nutritionally rich foods
To understand the effects of having a poor diet	What happens to use if we don't eat a balanced diet?	<ul style="list-style-type: none"> how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health how people make choices about what to eat and drink, including who or what influences these
To understand the importance of looking after your teeth	Why is it important to look after our teeth?	<ul style="list-style-type: none"> how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist how, when and where to ask for advice and help about healthy eating and dental care
Year 3 Term 6	Why should we keep active and sleep well?	



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Link to prior learning		PoS refs: H1, H2, H3, H4, H7, H8, H13, H14
Learning objectives		Context
To understand the importance of physical activity To plan how to be active regularly	How does physical activity help us? How much activity should we do?	<ul style="list-style-type: none"> • how regular physical activity benefits bodies and feelings • how to be active on a daily and weekly basis - how to balance time online with other activities • how to make choices about physical activity, including what and who influences decisions • how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried
To understand the impact of lack of physical activity	If we didn't do physical activity, what would happen to us?	<ul style="list-style-type: none"> • how the lack of physical activity can affect health and wellbeing
To understand the importance of sleep	What happens when we don't get enough sleep?	<ul style="list-style-type: none"> • how lack of sleep can affect the body and mood and simple • routines that support good quality sleep
To name main body parts including genitalia To know that these should be kept private	What are the names of body parts including genitalia? What should we do if someone asks to see parts of our body that are private?	<ul style="list-style-type: none"> • to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private
Year 4 Term 1	What skills, strengths and interests do we have?	
Link to prior learning		PoS refs: H27, H28, H29, L25
Learning objectives		Context
To recognise personal qualities	What makes us special and unique?	<ul style="list-style-type: none"> • how to recognise personal qualities and individuality



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To recognise own strengths and skills	What things make us feel good about ourselves? What things are we good at that make us feel good?	<ul style="list-style-type: none"> to develop self-worth by identifying positive things about themselves and their achievements how their personal attributes, strengths, skills and interests contribute to their self-esteem
To set goals	What goals can we set ourselves?	<ul style="list-style-type: none"> how to set goals for themselves
To understand how to overcome barriers	What barriers do we encounter when trying to reach our goals? How can we overcome them?	<ul style="list-style-type: none"> how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking
Year 4 Term 2	How do we treat each other with respect?	
Link to prior learning		PoS refs: R19, R20, R21, R22, R25, R27, R29, R30, R31, H45, L2, L3, L10
Learning objectives		Context
To understand how other's behaviours can impact on us	What is it that others do that makes you upset, happy, sad, angry? What does being polite mean?	<ul style="list-style-type: none"> how people's behaviour affects themselves and others, including online how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return
To understand our rights and responsibilities	What are your rights as a child? What responsibilities do you have?	<ul style="list-style-type: none"> about the relationship between rights and responsibilities the rights that children have and why it is important to protect these*
To understand the term privacy To know when a secret should not be kept	What does privacy mean? What type of secret is not safe to keep?	<ul style="list-style-type: none"> about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and



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		when to tell (e.g. if someone is being upset or hurt)*
To understand why some people are discriminated against and how this makes them feel	What does discrimination mean? How can we make sure we include everyone?	<ul style="list-style-type: none"> that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination
To know how to seek support	If we receive unkind messages online how should we seek help?	<ul style="list-style-type: none"> how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns
Year 4 Term 3	How can we manage our feelings?	
Link to prior learning		PoS refs: H17, H18, H19, H20, H23
Learning objectives		Context
To recognise feelings in different situations	Think about something that has happened today and how it made you feel.	<ul style="list-style-type: none"> how everyday things can affect feelings how feelings change over time and can be experienced at different levels of intensity
To understand the importance of expressing feelings	What happens when we don't share our feelings?	<ul style="list-style-type: none"> the importance of expressing feelings and how they can be expressed in different ways how to respond proportionately to, and manage, feelings in different circumstances
To know how to find help if our feelings become too much	Who could we speak to about our feelings if they are making us sad or angry? Who could we speak to if someone close to us passes away?	<ul style="list-style-type: none"> how to access advice and support to help manage their own or others' feelings ways of managing feelings at times of loss, grief and change
Year 4 Term 4	How can our choices make a difference to others and the environment?	



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Link to prior learning		PoS refs: L4, L5, L19, R34
Learning objectives		Context
To recognise those who protect the world in some way	How can we protect the environment and the world around us?	<ul style="list-style-type: none"> • how people have a shared responsibility to help protect the world around them
To understand ways in which we can help the environment	How can our decisions help to protect the environment?	<ul style="list-style-type: none"> • how everyday choices can affect the environment • how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)
To debate a topic on the environment	<p>What are your opinions about the topic we are discussing today?</p> <p>How can you express your opinions clearly whilst listening to others?</p>	<ul style="list-style-type: none"> • the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues
To consider ways of helping others and animals	<p>How can we look after animals?</p> <p>How can we look after each other?</p>	<ul style="list-style-type: none"> • how to show care and concern for others (people and animals) • how to carry out personal responsibilities in a caring and compassionate way
Year 4 Term 5	How can we manage risk in different places?	
Link to prior learning		PoS refs: H12, H37, H38, H41, H42, H47, R12, R15, R23, R24, R28, R29, L1, L5, L15
Learning objectives		Context
To understand how to stay safe in different situations	<p>How can we keep safe in the following situations:</p> <p>Playing in the sea</p> <p>At the train station</p> <p>Fireworks night</p> <p>In the sun</p> <p>When playing online</p>	<ul style="list-style-type: none"> • how to recognise, predict, assess and manage risk in different situations • how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about)



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To understand what peer pressure is	What is peer pressure? What do people do to persuade you to do something?	<ul style="list-style-type: none"> how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence
To recognise how to be respectful online To know what to do if you have concerns about something seen online	<p>How should we behave when we are online?</p> <p>How can we make sure we keep safe when online?</p> <p>How can we seek help if we see something online that upsets us?</p>	<ul style="list-style-type: none"> how people's online actions can impact on other people how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online how to report concerns, including about inappropriate online content and contact
To understand the importance of laws in society	<p>What are the purpose of rules?</p> <p>What may happen if you break the law?</p>	<ul style="list-style-type: none"> that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law
Year 4 Term 6	How will we grow and change?	
Link to prior learning		
Learning objectives		Context
To understand difference between an adult and a child	What is the same and what is different between a baby, a toddler and an adult?	
To recognise how babies become adults	What happens in the human life cycle? How do we start our lives and what happens when we grow up? What changes?	
Year 5 Term 1	What makes up our identity?	
Link to prior learning		PoS refs: H25, H26, H27, R32, L9
Learning objectives	Context	
To understand we are all the same but different	What similarities and differences are there between us as a class, as a school, as a community?	<ul style="list-style-type: none"> how to recognise and respect similarities and differences between people and what they have in common with others



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To understand what makes up an identity	<p>What contributes to making us who we are? What are your personal qualities, your interests, your strengths? Does everyone feel comfortable with who they are or do they see themselves as different to how others see them?</p>	<ul style="list-style-type: none"> that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)
To understand what a stereotype is and how best not to make assumptions about someone	<p>What is a stereotype? Should we judge people and what happens we do? What stereotypes should we avoid and need to be challenged?</p>	<ul style="list-style-type: none"> about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others how to challenge stereotypes and assumptions about others
Year 5 Term 2	What decisions can people make with money?	
Link to prior learning		PoS refs: R34, L17, L18, L20, L21, L22, L24
Learning objectives		Context
To know why people save money	<p>What do people spend their money on?</p>	<ul style="list-style-type: none"> how people make decisions about spending and saving money and what influences them
To understand why and how to budget	<p>What is a budget? Why do people set budgets for themselves?</p>	<ul style="list-style-type: none"> how to keep track of money so people know how much they have to spend or save how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans)
To know if something is value for money	<p>What does 'value for money' mean? How can we ensure we are getting the best for our money?</p>	<ul style="list-style-type: none"> how to recognise what makes something 'value for money' and what this means to them
To understand financial risks	<p>What are the risks involved with money?</p>	<ul style="list-style-type: none"> that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions
Year 5 Term 3	How can we help in an accident or emergency?	



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Link to prior learning		PoS refs: H43, H44
Learning objectives	Context	
To understand some basic first aid	What should we do if someone has a minor injury? If someone has hurt their head, what should we do?	<ul style="list-style-type: none"> • how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions • that if someone has experienced a head injury, they should not be moved
To recognise when help should be sought in an accident	What injuries may we be able to help with and which types of injuries do we need an adult for?	<ul style="list-style-type: none"> • when it is appropriate to use first aid and the importance of seeking adult help
To know what to do in an emergency	How should we respond in an emergency?	<ul style="list-style-type: none"> • the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services
Year 5 Term 4	How can friends communicate safely?	
Link to prior learning		PoS refs: R1, R18, R24, R26, R29, L11, L15
Learning objectives		Context
To recognise different relationships in our lives	Who do we have relationships with in our lives?	<ul style="list-style-type: none"> • about the different types of relationships people have in their lives
To understand how we can safely communicate online	How do people use the internet to communicate with each other? Is everyone we meet online who they say they are? Do people treat each other better or worst online?	<ul style="list-style-type: none"> • how friends and family communicate together; how the internet and social media can be used positively • how knowing someone online differs from knowing someone face-to-face
To understand what should and should not be shared online	What should we keep private when using the internet? How can we ensure we don't upset others by what we share online?	<ul style="list-style-type: none"> • about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family



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To understand how to seek help if a relationship is causing concerns and worry	How can we seek support if a relationship we have is making us feel uncomfortable or unsafe?	<ul style="list-style-type: none"> • how to recognise risk in relation to friendships and keeping safe how to respond if a friendship is making them feel worried, unsafe or uncomfortable • how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety
Year 5 Term 5	How can drugs common to everyday life affect health?	
Link to prior learning		
Learning objectives		Context
To understand the effects of common drugs on health	What effects does smoking and alcohol have on the body?	<ul style="list-style-type: none"> • how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing
To understand the law related to drugs	Are all drugs medicines? What is the law around drugs and how they are used?	<ul style="list-style-type: none"> • that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal • how laws surrounding the use of drugs exist to protect them and others
To understand why some people use drugs	What makes people want to smoke or drink alcohol or take other illegal drugs?	<ul style="list-style-type: none"> • why people choose to use or not use different drugs • how people can prevent or reduce the risks associated with them • that for some people, drug use can become a habit which is difficult to break
To understand how to seek help to stop using drugs	How can people find help if they find that they are having issues with drugs?	<ul style="list-style-type: none"> • how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use • how to ask for help from a trusted adult if they have any worries or concerns about drugs
Year 5 Term 6	How are babies made and born?	
Link to prior learning		
Learning objectives	Context	



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<p>To understand that there are different types of relationships To recognise different loving relationships</p>	<p>When do people decide to get married? Are all romantic relationships and marriages the same as each other? What does being in love mean and what do people do when they are in love?</p>	<ul style="list-style-type: none"> • that people have different kinds of relationships in their lives, including romantic or intimate relationships • that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another • that adults can choose to be part of a committed relationship or not, including marriage or civil partnership
<p>To understand how babies are made To understand how babies are born</p>	<p>When do people decide to have a baby? How are babies made? What happens when a baby is born?</p>	<ul style="list-style-type: none"> • about the reproductive organs and process - how babies are conceived and born and how they need to be cared for
<p>Year 6 Term 1</p>	<p>What jobs would we like?</p>	
<p>Link to prior learning</p>	<p>PoS refs: L26, L27, L28, L29, L30, L31,L32</p>	
<p>Learning objectives</p>	<p>Context</p>	
<p>To recognise the different careers that exist To relate skills to jobs</p>	<p>What different types of jobs are there and how do you get that job Will you have the same job all your life?</p>	<ul style="list-style-type: none"> • that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime • about the skills, attributes, qualifications and training needed for different jobs
<p>To understand there are different wages to jobs To know the route to gaining different jobs</p>	<p>Do you get paid the same in every job? What are the different ways of getting a job?</p>	<ul style="list-style-type: none"> • that some jobs are paid more than others and some may be voluntary (unpaid) • that there are different ways into jobs and careers, including college, apprenticeships and university
<p>To consider who may be best suited for a job</p>	<p>What makes you decide upon a job? Should there be some jobs that certain people shouldn't do? Is this equality?</p>	<ul style="list-style-type: none"> • how people choose a career/job and what influences their decision, including skills, interests and pay



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		<ul style="list-style-type: none"> • how to question and challenge stereotypes about the types of jobs people can do
To consider what job they would like when older	What job do you want to do when you are older and why?	<ul style="list-style-type: none"> • how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions
Year 6 Term 2	How can we keep healthy as we grow?	
Link to prior learning		PoS refs: H1, H2, H3, H4, H5, H6, H7, H8, H11, H12, H13, H14, H15, H16, H21, H22, H40, H46, R10
Learning objectives		Context
To consider the different ways in which we can look after ourselves physically	How can look after the physical side of our body?	<ul style="list-style-type: none"> • how mental and physical health are linked • how to make choices that support a healthy, balanced lifestyle including: <ul style="list-style-type: none"> • how to plan a healthy meal • how to stay physically active • how to maintain good dental health, including oral hygiene, food and drink choices • how to benefit from and stay safe in the sun • how and why to balance time spent online with other activities • how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep • that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one
To understand the ways in which we can look after ourselves mentally	How can we look after the mental and emotional side of ourselves?	<ul style="list-style-type: none"> • how positive friendships and being involved in activities such as clubs and community groups support wellbeing • how to manage the influence of friends and family on health choices



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To understand the effects of drugs and alcohol on the body	What impact can taking legal and illegal drugs have on the body?	<ul style="list-style-type: none"> • how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them
To recognise risks we may face as growing up	What risks may we face as we get older? What may affect our mental health and our physical health?	<ul style="list-style-type: none"> • how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school • that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on
To recognise what our human rights are	Should anyone try to do something to our bodies that are against our human rights? Why may someone want to do this and how can we seek help?	<ul style="list-style-type: none"> • managed with the right strategies and support that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else¹
To understand how to seek support if we are unhappy	How can we get help if someone or something is making us feel worried, scared or concerned?	<ul style="list-style-type: none"> • that anyone can experience mental ill-health and to discuss concerns with a trusted adult • that mental health difficulties can usually be resolved
Year 6 Terms 3, 4 & 5	How can the media influence people?	
Link to prior learning		PoS refs: H49, R34, L11, L12, L13, L14, L15, L16, L23
Learning objectives	Context	
To recognise some of the messages that media sends out	What messages does the media send us about being young, about looks, about our health?	<ul style="list-style-type: none"> • how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions • that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions
To understand what should and shouldn't be on a social media profile	What should our online profiles look like if we have social media? What should and shouldn't be shared online?	<ul style="list-style-type: none"> • that not everything should be shared online or social media and that there are rules about this, including the distribution of images



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		<ul style="list-style-type: none"> • how text and images can be manipulated or invented; strategies to recognise this
To recognise that not everything online or in the media is reliable	<p>How reliable is what we see on the internet, in the news, in the media?</p> <p>How may they try to persuade us or encourage us to think certain ways?</p>	<ul style="list-style-type: none"> • to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts • to recognise unsafe or suspicious content online and what to do about it • how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them
To evaluate what is seen online and how to ensure it is appropriate	<p>How do we know if something is suitable for us or not online?</p> <p>How should we respond if we encounter something that makes us feel uncomfortable?</p>	<ul style="list-style-type: none"> • how to make decisions about the content they view online or in the media and know if it is appropriate for their age range • how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue
To understand what gambling is and the impact it can have	<p>What is gambling and what impact can it have on our lives?</p>	<ul style="list-style-type: none"> • to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have
To understand the risks of being influenced by others	<p>What or who influences us in our lives? Who are good influencers and who are negative influencers?</p>	<ul style="list-style-type: none"> • to discuss and debate what influences people's decisions, taking into consideration different viewpoints
Year 6 Term 6	How will we grow and change?	
Link to prior learning		
Learning objectives		Context
To recognise the changes that will happen when transitioning to secondary school	<p>What changes are you due to face in the upcoming months?</p> <p>How do these changes make you feel?</p> <p>How do you feel about moving onto secondary schools?</p>	<ul style="list-style-type: none"> • how growing up and becoming more independent comes with increased opportunities and responsibilities • how friendships may change as they grow and how to manage this • how to manage change, including moving to secondary school;



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		<ul style="list-style-type: none"> • how to ask for support or where to seek further information and advice regarding growing up and changing
<p>To recognize the importance of a loving relationship when entering into a sexual relationship</p>	<p>Are all loving relationships the same? What does a marriage look like? When do people decide to enter into a intimate relationship?</p>	<ul style="list-style-type: none"> • that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime • that people have different kinds of relationships in their lives, including romantic or intimate relationships • that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another • that adults can choose to be part of a committed relationship or not, including marriage or civil partnership
<p>To recognise changes that will happen during puberty</p>	<p>What happens to boys during puberty? What happens to girls during puberty? How does becoming an adult enable you to be able to reproduce?</p>	<ul style="list-style-type: none"> • about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams • how puberty can affect emotions and feelings • how personal hygiene routines change during puberty • how to ask for advice and support about growing and changing and puberty • about the reproductive organs and process – how babies are conceived



Non-statutory elements of the relationship curriculum are stated below – you have the right to withdraw your child from these elements of the curriculum.

We will let you know in advance when these will be taught so that you can have the opportunity to withdraw your child from these lessons.

As part of PSHE, children in Years 3–6 watch Living and Growing programmes, which together with appropriate worksheets will make up their sex education.

Year 3

Differences

- Living things; the differences between males and females, feelings and life cycles.

How did I get here?

- Looks at growth and change from the point of view of a child, considering themselves as babies and thinking about themselves as babies and thinking about their future as adults.
- The growth of the foetus during pregnancy.

Year 4

Growing up

- Theme of 'Where did I come from?'
- Continues the work on life cycles, growth and change.
- Looks at relationships between people.

Changes

- Explores the physical and emotional changes that take place at the onset of puberty and how we feel about ourselves.
- Changes that are outside of our control and the choices we face in others over which we can have increasing control as we grow up.
- Reaffirms that puberty is a normal and natural process.



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Year 5 – How are babies made?

- Examines the whole process of life cycles and reproduction.
- Emphasises the importance of loving, caring relationships between couples and the value of family and relationships within it.

How are babies born?

- Reviews relationships, feelings and investigates roles and responsibilities.
- Focuses on the development of the baby in the womb, the needs of the baby in the womb, the needs of the baby and the mother before birth, and the inheritance of physical characteristics.

Year 6 – Girl Talk

- Reviews the physical and emotional changes that take place for girls at the onset of puberty.
- Deals with information from the point of view of the girls as well as in terms of what boys need to know.
- Menstruation is discussed and common problems faced by girls are given consideration.

Boy talk

- Reviews the physical and emotional changes that take place for boys at the onset of puberty.
- Sexual intercourse and problems faced by boys are given consideration.

Let's talk about sex

- Examines the development of relationships, the images of sex created by the media and popular culture and marriage.
- Conception and contraception are explored along with stereotypical attitudes towards sex and relationships.



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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none">• That families are important for children growing up because they can give love, security and stability• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none">• How important friendships are in making us feel happy and secure, and how people choose and make friends• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed



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TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none">• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs• Practical steps they can take in a range of different contexts to improve or support respectful relationships• The conventions of courtesy and manners• The importance of self-respect and how this links to their own happiness• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help• What a stereotype is, and how stereotypes can be unfair, negative or destructive• The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none">• That people sometimes behave differently online, including by pretending to be someone they are not• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met• How information and data is shared and used online



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TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none">• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know• How to recognise and report feelings of being unsafe or feeling bad about any adult• How to ask for advice or help for themselves or others, and to keep trying until they are heard• How to report concerns or abuse, and the vocabulary and confidence needed to do so• Where to get advice e.g. family, school and/or other sources

Appendix 3: Parent form: withdrawal from sex education within RSE

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

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