

## Appendix 1: Curriculum Map

### Relationships and Sex Education Curriculum Map

| YEAR GROUP | TERM   | TOPIC/THEME DETAILS   | RESOURCES                                  |
|------------|--|---|--|
| Year 1     | Term 1 and 2<br>Focus on <ul style="list-style-type: none"> <li>- Families and friendships</li> <li>- Safe relationships</li> <li>- Respecting ourselves and others</li> </ul> | Pupils learn <ul style="list-style-type: none"> <li>- about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</li> <li>- to identify the people who love and care for them and what they do to help them feel cared for</li> <li>- that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</li> <li>- that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</li> <li>- to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</li> <li>- how to respond safely to adults they don't know</li> <li>- about how to respond if physical contact makes them feel uncomfortable or unsafe</li> <li>- about knowing there are situations when they should ask for permission and also when their permission should be sought</li> </ul> | NSPCC (PANTS)<br><br>Metro charity (PSHE)  |
|            | Term 5 and 6<br>Focus on <ul style="list-style-type: none"> <li>- Growing and Changing</li> <li>- Keeping Safe</li> </ul>  | Pupils learn <ul style="list-style-type: none"> <li>- how to recognise what others might be feeling</li> <li>- to recognise that not everyone feels the same at the same time, or feels the same about the same things</li> <li>- basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</li> </ul>   | Thinkuknow<br><br>Educator Solutions - RSE |

| YEAR GROUP | TERM   | TOPIC/THEME DETAILS   | RESOURCES                       |
|------------|--|---|---------------------------------|
| Year 2     | Term 1 and 2<br>Focus on <ul style="list-style-type: none"> <li>- Families and Friendships</li> <li>- Safe relationships</li> <li>- Respecting ourselves and others</li> </ul> | Pupils learn <ul style="list-style-type: none"> <li>- about how people make friends and what makes a good friendship</li> <li>- about how to recognise when they or someone else feels lonely and what to do</li> <li>- simple strategies to resolve arguments between friends positively</li> <li>- how to ask for help if a friendship is making them feel unhappy</li> <li>- how to listen to other people and play and work cooperatively</li> <li>- about how people may feel if they experience hurtful behaviour or bullying</li> <li>- that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</li> <li>- that sometimes people may behave differently online, including by pretending to be someone they are not</li> <li>- about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</li> <li>- basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</li> <li>- what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</li> <li>- about how to treat themselves and others with respect; how to be polite and courteous</li> <li>- how to listen to other people and play and work cooperatively</li> <li>- how to talk about and share their opinions on things that matter to them</li> </ul> | NSPCC (PANTS)<br><br>Thinkuknow |
|            | Term 5 and 6<br>Focus on <ul style="list-style-type: none"> <li>- Growing and Changing</li> <li>- Keeping Safe</li> </ul>  | Pupils learn... <ul style="list-style-type: none"> <li>- to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</li> <li>- about growing and changing from young to old and how people's needs change</li> </ul>  | Educator Solutions - RSE        |

| YEAR GROUP | TERM   | TOPIC/THEME DETAILS   | RESOURCES  |
|------------|--|---|--|
| Year 3     | Term 1 and 2<br>Focus on <ul style="list-style-type: none"> <li>- Families and Friendships</li> <li>- Safe relationships</li> <li>- Respecting ourselves and others</li> </ul> | Pupils learn... <ul style="list-style-type: none"> <li>- to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</li> <li>- that a feature of positive family life is caring relationships; about the different ways in which people care for one another</li> <li>- to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</li> <li>- to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</li> <li>- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</li> <li>- about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</li> <li>- about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</li> <li>- how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</li> <li>- that personal behaviour can affect other people; to recognise and model respectful behaviour online</li> <li>- to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</li> </ul> | NSPCC (PANTS)<br>NSPCC (Share Aware)<br><br>Premier league primary stars |

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|------------|--|---|---|
| Year 4     | Term 5 and 6<br>Focus on <ul style="list-style-type: none"> <li>- Families and Friendships</li> <li>- Safe relationships</li> <li>- Respecting ourselves and others</li> </ul> | Pupils learn... <ul style="list-style-type: none"> <li>- about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</li> <li>- what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</li> <li>- to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</li> <li>- to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</li> <li>- strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</li> <li>- about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</li> <li>- about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</li> <li>- how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</li> </ul> | NSPCC Share Aware<br>Google and Parent Zone - Be Internet Legends Resource<br><br>NSPCC (PANTS)<br><br>Premier league Primary stars KS2 Diversity |
|            | Term 5 and 6<br>Focus on <ul style="list-style-type: none"> <li>- Growing and Changing</li> <li>- Keeping Safe</li> </ul>  | Pupils learn... <ul style="list-style-type: none"> <li>- to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</li> <li>- about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</li> <li>- about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</li> <li>- about where to get more information, help and advice about growing and changing, especially about puberty</li> </ul>  | PSHE MEDWAY Public Health RSE<br><br>Educator Solutions - RSE   |

| YEAR GROUP | TERM   | TOPIC/THEME DETAILS   | RESOURCES  |
|------------|--|---|--|
| Year 5     | Term 1 and 2<br>Focus on <ul style="list-style-type: none"> <li>- Families and Friendships</li> <li>- Safe relationships</li> <li>- Respecting ourselves and others</li> </ul> | Pupils learn... <ul style="list-style-type: none"> <li>- that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</li> <li>- strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</li> <li>- how friendships can change over time, about making new friends and the benefits of having different types of friends</li> <li>- that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</li> <li>- to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</li> <li>- about seeking and giving permission (consent) in different situations</li> <li>- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</li> <li>- recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</li> <li>- about seeking and giving permission (consent) in different situations</li> <li>- about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</li> <li>- where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</li> <li>- strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</li> <li>- to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</li> <li>- to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</li> </ul> | Premier league stars KS2<br><br>NSPCC Pants<br><br>Behaviour/relationships.<br>Do the right thing and<br>Developing Values KS2<br>PSHE |

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|------------|---|---|---|
|            | Term 5 and 6<br>Focus on<br><ul style="list-style-type: none"> <li>- Growing and Changing</li> <li>- Keeping Safe</li> </ul>  | Pupils Learn... <ul style="list-style-type: none"> <li>- about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</li> <li>- that for some people gender identity does not correspond with their biological sex</li> <li>- to recognise their individuality and personal qualities</li> <li>- how to recognise that habits can have both positive and negative effects on a healthy lifestyle</li> <li>- how to predict, assess and manage risk in different situations</li> <li>- that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk</li> </ul>  | Metro Charity KS2 – gender<br><br>PSHE mental health and wellbeing lessons KS2 (5-6)<br><br>Premier League stars – Self-esteem/resilience<br><br>Educator Solutions - RSE |
| Year 6     | Term 1 and 2<br>Focus on<br><ul style="list-style-type: none"> <li>- Families and Friendships</li> <li>- Safe relationships</li> <li>- Respecting ourselves and others</li> </ul> | Pupils learn... <ul style="list-style-type: none"> <li>- to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</li> <li>- that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</li> <li>- about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</li> <li>- that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</li> <li>- that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</li> <li>- to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</li> <li>- about seeking and giving permission (consent) in different situations</li> <li>- how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</li> <li>- where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</li> <li>- that personal behaviour can affect other people; to recognise and model respectful behaviour online</li> </ul> | Premier League Stars KS2<br><br>NSPCC (PANTS) and share aware<br><br>ThinkuKnow<br><br>PSHE MEDWAY Public Health RSE  |

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|------------|---|--|--|
|            | Term 5 and 6<br>Focus on <ul style="list-style-type: none"> <li>- Growing and Changing</li> <li>- Keeping Safe</li> </ul> | Pupils learn... <ul style="list-style-type: none"> <li>- about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for. (Pupils are often aware that sexual intercourse does not always result in a baby and they may already be aware of or have heard about some common methods of contraception (e.g. condoms, the contraceptive pill or avoiding sexual intercourse).</li> <li>- about the new opportunities and responsibilities that increasing independence may bring</li> <li>- strategies to manage transitions between classes and key stages</li> <li>- that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk</li> <li>- about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</li> </ul> | NSPCC Share Aware<br><br>Be internet Legends<br><br>NSPCC making sense of relationships<br><br>PSHE MEDWAY Public Health RSE<br><br>Educator Solutions - RSE |

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

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



| TOPIC                    | PUPILS SHOULD KNOW   |
|--------------------------|--|
| Respectful relationships | <ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in academy and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul> |
| Online relationships     | <ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>   |
| Being safe               | <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, academy and/or other sources</li> </ul>   |

### Appendix 3: Parent Form: Withdrawal from Sex Education within RSE

Please submit this form to the Principal if you wish to withdraw your child from the sex education elements that are non-statutory within the RSE curriculum.

| 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 academy to consider                     |  |       |  |
|  |  |       |  |
| Parent signature   |  |       |  |

  

| TO BE COMPLETED BY THE ACADEMY              |  |
|---|--|
| Agreed actions from discussion with parents |  |
|   |  |