



Contents

1. Aims	1
2. Statutory requirements	1
3. Policy development	2
4. Definition	2
5. Curriculum	2
6. Delivery of RSE	2
7. Roles and responsibilities	3
8. Parents' right to withdraw	4
9. Training	4
10. Monitoring arrangements	4
Appendix 1: Curriculum map	5
Appendix 2: By the end of primary academy pupils should know	13
Appendix 3: Parent form: withdrawal from sex education within RSE	15

1. Aims

The aims of relationships and sex education (RSE) at our academy 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
- Develop skills which will prepare the children for their futures.

2. Statutory requirements

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

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

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

At Silverdale Primary Academy 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 academy staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy.
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with the Local Board 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.

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 (Y6)

For more information about our curriculum, see section 6 (below) and our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Some biological aspects of RSE are also taught within the science curriculum, and other aspects are included in religious education (RE) and IT (online safety).

Pupils also receive stand-alone sex education sessions delivered by their own teachers or, if appropriate, health professionals.

In advance of teaching of sex education, year groups will send a letter out with more information of what is being taught and the opportunity to speak to the class teacher. See appendix 4 for sample letters.

The needs of all children will be considered and, where appropriate, teaching will be adapted for children with SEND.

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

Sex education focuses mainly on the following points:

- Using the correct terminology as appropriate for the age of the child from the beginning of EYFS.
- Puberty.
- How a baby is conceived (Year 6).

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).

7. Roles and responsibilities

7.1 Governance

The Local Board will receive updates from the Principal regarding the implementation of this policy.

The Board of Trustees has delegated the approval of this policy to the Principal.

7.2 The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from 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 components of RSE

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

The following staff are responsible for the delivery of RSE in the Academy:

- Class teachers
- HLTAs
- TA3s

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/non-science 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 Principal.

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 Principal 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 will be monitored by Gill Packer through:

- planning scrutiny,
- learning walks,
- meetings and discussions with other members of staff.

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

This policy will be reviewed by the Local Board annually. At every review, the policy will be approved by the Principal.

11. Policy status and review

Written by:	Gill Packer
Owner:	Principal
Status:	Approved
Approval date:	1.9.2020
Review Date:	Annual review required

Appendix 1: Curriculum map

Relationships and sex education curriculum map

The PSHE curriculum map below shows where RSE is taught across year groups. This includes progression from EYFS through to Year 6.

Sex education is taught in term 6 as part of the 'Changing Me' topic. It is also taught as part of the National Curriculum for science.

EYFS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Can do statements	<p>Being me in my world I understand how it feels to belong and that we are similar and different. I can start to recognise and manage my feelings I enjoy working with others to make school a good place to be. I understand why it is good to be kind and use gentle hands. I am starting to understand children's rights and this means we should all be allowed to learn and play. I am learning what being responsible means</p>	<p>Celebrating difference I can identify something I am good at and understand everyone is good at different things. I understand that being different makes us all special. I know we are all different but the same in some ways. I can tell you why I think my home is special to me. I can tell you how to be a kind friend. I know which words to use to stand up for myself when someone says or does something unkind.</p>	<p>Dreams and Goals I understand that if I persevere I can tackle challenges. I can tell you about a time I didn't give up until I achieved my goal. I can set a goal and work towards it. I can use kind words to encourage people. I understand the link between what I learn now and the job I might like to do when I'm older. I can say how I feel when I achieve a goal and know what it means to feel proud.</p>	<p>Healthy Me I understand that I need to exercise to keep my body healthy. I understand how moving and resting are good for my body. I know which foods are healthy and not so healthy and can make healthy eating choices. I know how to help myself go to sleep and understand why sleep is good for me. I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet. I know what a stranger is and how to stay safe if a stranger approaches me.</p>	<p>Relationships I can identify some of the jobs I do in my family and how I feel like I belong. I know how to make friends to stop myself from feeling lonely. I can think of ways to solve problems and stay friends. I am starting to understand the impact of unkind words. I can use Calm Me time to manage my feelings. I know how to be a good friend.</p>	<p>Changing Me I can name parts of the body. I can tell you some things I can do and foods I can eat to be healthy. I understand that we all grow from babies to adults. I can express how I feel about moving to Year 1. I can talk about my worries and/or the things I am looking forward to about being in Year 1. I can share my memories of the best bits of this year in Reception.</p>

YEAR 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Can do statements	<p>Being me in my world</p> <p>Working towards I can tell you something positive that I like about being in my class. I can say how I help make my class a happy and safe place.</p> <p>Working at I can explain why my class is a happy and safe place to learn. I can give different examples where I or others make my class happy and safe.</p> <p>Working beyond I can explain why I have a right to learn in a happy and safe class. I can explain how everyone in my class has responsibilities to make our class happy and safe.</p>	<p>Celebrating difference</p> <p>Working towards I can talk about one thing that makes me different from my friends and one thing that we have in common. I can tell you ways that I could be kind to other people in my class.</p> <p>Working at I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special. I can explain what bullying is and how being bullied might make somebody feel.</p> <p>Working beyond I can explain why being unique and special is important. I can explain why bullying might happen and I can offer strategies to help the person who is being bullied.</p>	<p>Dreams and Goals</p> <p>Working towards I can tell you about a challenge and what I did well. I can say why a challenge made me feel good about myself.</p> <p>Working at I can explain how I feel when I am successful and how this can be celebrated positively. I can say why my internal treasure chest is an important place to store positive feelings.</p> <p>Working beyond I can explain what helped me to succeed in a learning challenge and explain how this made me feel. I can explain why it is important to store positive feelings in my internal treasure chest and how this can help me in my future learning.</p>	<p>Healthy Me</p> <p>Working towards I can tell you something amazing about how my body works and something I need to do to keep it safe and healthy. I know that my body is special and I need to take care of it.</p> <p>Working at I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. I can give examples where being healthy can help me feel happy.</p> <p>Working beyond I can explain many ways that my body is amazing and how the different things I do, keep it safe and healthy. I can suggest how my body might come to harm if I make unhealthy choices. I can explain how healthy choices affect the way I feel about myself and help to make me happy.</p> <p>KS1 N.C links use the basic principles of a healthy and varied diet to prepare dishes.</p>	<p>Relationships</p> <p>Working towards I can name some people who are special to me. I can tell you ways they help me stay safe and feel special. I can tell you why I like some people and who I might go to for help if I needed it.</p> <p>Working at I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships. I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.</p> <p>Working beyond I can suggest different ways to show appreciation for other people and how to recognise their appreciation for me. I can also explain how this helps me feel safe and good about myself. I can explain how other people's behaviour can make me feel about myself and whether I feel safe or not. I can also explain how my behaviour affects others.</p>	<p>Changing Me</p> <p>I can tell you some things that will change for me and how I feel about this.</p> <p>I can tell you some ways that I have changed since being a baby and I know the main body parts that make boys and girls different and that they are private.</p> <p>I can explain why some changes I might experience might feel better than others.</p> <p>I can suggest things that might change for me in the future and what sort of feelings I might experience if/when these changes happen. I can offer some ideas about how I could manage feelings that are worrying or sad.</p>

YEAR 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Can do statements	<p>Being me in my world</p> <p>Working towards I can tell you some things that make my class a safe and fair place. I can say how I feel about my class and why I like it being safe and fair.</p> <p>Working at I can explain why my behaviour can impact on other people in my class. I can compare my own and my friends' choices and can express why some choices are better than others.</p> <p>Working beyond I can justify the choices I make to help keep my class and school a safe and fair place. I can give evidence as to why my own and my friends' choices can be helpful/unhelpful and how some of these choices may have positive/negative consequences.</p>	<p>Celebrating difference</p> <p>Working towards I can name some differences and similarities between me and other people in my class. I can give a reason why a friend is special to me.</p> <p>Working at I can explain that sometimes people get bullied because they are seen to be different. This might include people who do not conform to gender stereotypes. I can explain how it feels to have a friend and be a friend. I can also explain why it is ok to be different from my friends.</p> <p>Working beyond I can justify why gender stereotypes are not always fair. I can also explain why differences can make some people bully other people. I can offer strategies that allow me to stand up for myself and my friends.</p>	<p>Dreams and Goals</p> <p>Working towards I can tell you what I did to help my group create an end product. I can say how I felt about working in a group.</p> <p>Working at I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complimented each other. I can explain how it felt to be part of a group and can identify a range of feelings about group work.</p> <p>Working beyond I can analyse the different roles people played in a group to create an end product and justify what was helpful and what wasn't. I can identify a range of feelings about working in a group. I can analyse my feelings and those of others and can explain how we could improve our group skills next time.</p>	<p>Healthy Me</p> <p>Working towards I can tell you some things I can put in or on my body to keep it healthy. I can say how I feel about being healthy.</p> <p>Working at I can explain why foods and medicines are good for my body comparing my ideas with less healthy/ unsafe choices. I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</p> <p>Working beyond I can justify my choices about food and medicines and explain healthy and safe ways in which they are good for my body. I can give evidence as to why my own and my friends' choices are healthy / less healthy. I can also evaluate how it feels to make healthy and less healthy choices.</p> <p>N.C science links. describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>KS1 N.C links use the basic principles of a healthy and varied diet to prepare dishes.</p>	<p>Relationships</p> <p>Working towards When talking about my relationships with others I can tell you some of the things that might make me feel comfortable and some things that might make me feel uncomfortable. I can tell you ways that might help me to solve problems in my relationships. This might be asking for help or using a problem-solving technique.</p> <p>Working at I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p> <p>Working beyond I can justify how and why some things might make me feel comfortable or uncomfortable in relationships. I can appraise how effective different problem-solving solutions might be when solving problems in my relationships.</p>	<p>Changing Me</p> <p>Working towards I can tell you how I am different now to when I was a baby and say some of the changes that will happen to me as I get older. I can begin to use the correct terms for penis, testicles, vagina, and explain why they are private. I can explain why some types of touches feel OK and others don't. I can tell you something that I like/dislike about being a boy/ girl and something that I like/ dislike about getting older.</p> <p>Working at I can begin to use the correct terms for penis, testicles, vagina, and explain why they are private. I can explain why some types of touches feel OK and others don't. I can tell you what I like and don't like about being a boy/girl and getting older, and recognise that other people might feel differently to me.</p> <p>Working beyond I can explain about various ways that boys and girls are different, both physically (using the correct terms) and in personality and behaviour; I can talk about the physical differences with respect and understand how to protect my own and others' privacy. I can explain how I feel about being a boy/girl and getting older and talk about the feelings I have about it. I can explain why other people may feel differently to me and give some examples.</p> <p>NC Science links notice that animals, including humans, have offspring which grow into adults.</p>

YEAR 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Can do statements	<p>Being me in my world</p> <p>Working towards I can name some of the responsible choices I make in school. I can tell you who I can go to for help if I need it. I can give you some examples of how to work/play well with others.</p> <p>Working at I can explain how my behaviour can affect how others feel and behave. I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.</p> <p>Working beyond I can evaluate different choices that I, or others might make in school and explain what the consequences might be. I can link these choices to the need for rules, rights and responsibilities. I can express and respond appropriately to others' feelings and explain why they may be feeling that way. I can offer help to myself and others to feel valued.</p>	<p>Celebrating difference</p> <p>Working towards I can tell you about a conflict that I have witnessed or been involved with. I can tell you how a conflict that I have seen or been involved with made me feel.</p> <p>Working at I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help.</p> <p>Working beyond I can explain when my involvement with conflict situations affected other people's feelings and why this made the situations better or worse. I can explain the effect this had on relationships. I can explain how the role of a witness in a conflict situation can be helpful/ unhelpful depending on their actions. I can suggest ways that I might act in these situations.</p>	<p>Dreams and Goals</p> <p>Working towards I can tell you something I did well in a learning challenge and something I want to get better at. I am happy to talk about what I did well and say why it makes me feel good.</p> <p>Working at I can explain the different ways that help me learn and what I need to do to improve. I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.</p> <p>Working beyond I can analyse my learning strengths and use this to design clear steps to help me improve. I am confident to discuss my successes and difficulties with others. I can analyse these feelings and explain how they can assist me in the future.</p>	<p>Healthy Me</p> <p>Working towards I can name some things I need to keep myself safe from and ways to stay healthy. I can tell you who I can go to for help if I feel unsafe/ unwell. I know how to tell someone if I feel scared/unwell.</p> <p>Working at I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help. I can express how being anxious/ scared and unwell feels.</p> <p>Working beyond I can judge the levels of risk involved in different situations and I can select and describe suitable strategies for keeping myself safe and healthy, including knowing how to seek help and from whom. I can express and respond appropriately to feelings of anxiety or fear or when I feel unwell.</p> <p>KS2 N.C Design technology link I understand and apply the principles of a healthy and varied diet.</p>	<p>Relationships</p> <p>Working towards I can give examples of things that I appreciate in my friends and family and also things I appreciate in people I don't know, such as those from other countries. I can tell you how I depend on other people and how other people depend on me.</p> <p>Working at I can explain how my life is influenced positively by people I know and also by people from other countries. I can explain why my choices might affect my family, friendships and people around the world who I don't know.</p> <p>Working beyond I can explain some of the rights and responsibilities that I and others have in my family, friendships and as global citizens. I can express a sense of the responsibility we have for each other because of these connections.</p>	<p>Changing Me</p> <p>I understand that in animals and humans lots of changes happen between conception and growing up. I can use the correct terms when talking about these changes.</p> <p>I know that usually it is the female who has the baby, I can express how I might feel if I had a new baby in my family.</p> <p>I can recognise stereotypical ideas about parenting.</p> <p>I can identify what I am looking forward to in my next class and start to think about changes I will make next year.</p> <p>I can express how I feel about these changes and how I will manage them.</p>

YEAR 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Can do statements	<p>Being me in my world Working towards I can tell you why my school is a community and some of the different roles people have in it. I can say how it feels to be part of a positive school community and to be listened to.</p> <p>Working at I can explain why being listened to and listening to others is important in my school community. I can explain why being democratic is important and can help me and others feel valued.</p> <p>Working beyond I can problem-solve and offer different solutions to help my team/ class/ school be more democratic. I can justify why being in a democracy helps people feel valued and is fair.</p>	<p>Celebrating difference Working towards I can tell you about my first impressions of someone. I can also give a reason why sometimes people don't tell about a bullying situation. I can say why it is good to try to get to know someone before making judgements about them.</p> <p>Working at I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure. I can explain why it is good to accept myself and others for who we are.</p> <p>Working beyond I can explain how first impressions can be misleading. I can also appraise different courses of action that a witness of bullying could take and what the outcomes might be in each situation. I can explain how I form opinions about myself and other people and what might influence me about that.</p>	<p>Dreams and Goals Working towards I know that sometimes things can go wrong and can tell you why it is good to try again. I know how it feels to be disappointed and can tell you ways to stay positive.</p> <p>Working at I can plan and set new goals even after a disappointment. I can explain what it means to be resilient and have a positive attitude.</p> <p>Working beyond I can deal with disappointment by analysing what went wrong and I can use these experiences to make new plans to avoid similar obstacles. I can explain why being resilient /having a positive attitude contributes to having greater chance of success.</p>	<p>Healthy Me Working towards I can tell you how I would say 'no' if someone tried to make me do something that I know is wrong or bad for me. I can say how it feels when someone else is pushing me to do something.</p> <p>Working at I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure.</p> <p>Working beyond I can problem-solve and identify a variety of strategies in different situations where I may experience peer pressure. I can identify feelings of anxiety and fear associated with peer pressure and I can manage these to help me make safe and healthy choices.</p> <p>KS2 N.C Design technology link I understand and apply the principles of a healthy and varied diet.</p>	<p>Relationships Working towards I can tell you some different ways that I can show love for special people and animals. I can tell you how it might feel to miss a special person or animal.</p> <p>Working at I can recognise how people are feeling when they miss a special person or animal. I can give ways that might help me manage my feelings when missing a special person or animal.</p> <p>Working beyond I can give reasons why people may experience a range of feelings associated with personal loss. I can offer and evaluate solutions to help manage personal loss.</p>	<p>Changing Me I can explain about various ways that boys and girls are different- physically and emotionally. (using the correct terms)</p> <p>I can tell you about some of the changes that will happen to me physically and emotionally Menstruation - girls I can express how I feel about this. I know this is preparing my body to make a baby.</p> <p>I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestion about how I might manage my feelings when changes happen.</p>

YEAR 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Can do statements	<p>Being me in my world Working towards I can give some examples of people in my country who have different lives to mine. I can tell you why being part of a community is positive and why it is important that the community is a fair one.</p> <p>Working at I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</p> <p>Working beyond I can evaluate some different rules, rights and responsibilities that are shared in my country and explain how they can help individuals and the wider community. I can explain why rights and responsibilities contribute to making groups effective. These groups could be in school and/ or from a community context.</p>	<p>Celebrating difference Working towards I can give some examples of bullying behaviours including direct and indirect types and explain how this might make people feel. I can tell you why it is important to respect my own and other people's cultures.</p> <p>Working at I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation. I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.</p> <p>Working beyond I can consider a range of bullying behaviours and explain the impact these may have on everyone involved. I can also explain the different roles that people have within each scenario and offer solutions to try to resolve the situation. I can recognise and explain some of the reasons and feelings that motivate some people to bully and use discriminatory behaviour. I can suggest why some people are the victims of bullying/ discrimination and why respect is an important value.</p>	<p>Dreams and Goals Working towards I can tell you about my dreams and goals and also some that young people from different cultures might have. I can tell you how I feel about my dreams and goals.</p> <p>Working at I can compare my hopes and dreams with those of young people from different cultures. I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p> <p>Working beyond I can explain why the dreams and goals of young people from different cultures might be different from my own and give reasons for this. I can evidence how I may have different opportunities and life chances compared to some young people and can say how I feel about this.</p>	<p>Relationships Working towards I can tell you about different types of friendship and ways these might change. I can also tell you some basic rules about how to stay safe when using technology to communicate with my friends. I can tell you why some feelings might lead to someone using technology to harm myself or others.</p> <p>Working at I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure. I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.</p> <p>Working beyond I can justify why some people may use technology in ways that may be risky or harmful and explain how the feelings associated with different friendships may influence this. I can appraise different strategies that might help me or others stay safe online and to help resist the pressures to use technology in risky or harmful ways.</p> <p>KS2 NC Computing use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of</p>	<p>Healthy Me Working towards I can give some reasons why people may worry about how they look, and I can describe healthy and unhealthy ways that people use food and substances in their lives. I can tell you why my body is good the way it is.</p> <p>Working at I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. I can summarise different ways that I respect and value my body.</p> <p>Working beyond I can evaluate the different roles food and substances can play in people's lives. I can also justify the potential health risks associated with pressures about body image, unhealthy relationships with food, smoking and alcohol misuse. I respect and value my body and health, and can consider the part this plays in maintaining my self-confidence.</p> <p>KS2 N.C Design technology link I understand and apply the principles of a healthy and varied diet.</p>	<p>Changing me Working towards I can identify some changes that happen to girls' and boys' bodies during puberty and tell you about some of the emotional changes that happen too. I know that I will change during puberty and I can tell you how I feel about that.</p> <p>Working at I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can express how I feel about the changes that will happen to me during puberty. I accept these changes might happen at different times to my friends.</p> <p>Working beyond I can give a detailed account of the changes that occur in girls' and boys' bodies during puberty and any associated emotional changes. I can consider how changes at puberty might affect me and my friends, and prepare myself for the feelings I may experience at different times.</p> <p>N.C Science link I describe the changes as humans develop to old age. I describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird I describe the life process of reproduction in some plants and animals.</p>

ways to report concerns about content and contact.

YEAR 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Can do statements	<p>Celebrating difference Working towards I can tell you some ways that difference can be a source of conflict in people's lives. I can say how I feel about people experiencing conflict in their lives because they are different.</p> <p>Working at I can explain ways in which difference can be a source of conflict or a cause for celebration. I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration..</p> <p>Working beyond I can explain ways in which different cultures, beliefs or lifestyles can be a source of conflict or a cause for celebration. I can express my own attitudes towards people who are different and empathise with their circumstances.</p>	<p>Being me in my world Working towards I can tell you how some of my choices affect others locally and globally. I can tell you how I try to make others feel valued by understanding their feelings and doing something positive.</p> <p>Working at I can explain how my choices can have an impact on people in my immediate community and globally. I can empathise with others in my community and globally and explain how this can influence the choices I make.</p> <p>Working beyond I can compare and contrast my own wants and needs with others in my immediate community and some from global communities. From this I can infer some universal rights and responsibilities that we share. I can explain why empathising with others is important when considering the choices that I and others make. This will include my ideas around personal, local and global communities</p>	<p>Dreams and Goals Working towards I can tell you about something I can do with others that makes the world a better place. I can tell you how making the world a better place makes me feel</p> <p>Working at I can explain different ways to work with others to help make the world a better place. I can explain what motivates me to make the world a better place.</p> <p>Working beyond I can analyse and justify why my group chose an activity and how this contributes to making the world a better place. I can explain and evidence why we chose an act of kindness/charity based on the experiences and needs of those people affected.</p>	<p>Healthy me Working towards I can tell you how substance misuse has an unhealthy impact on the body and mind. I can tell you how I try to keep myself emotionally healthy.</p> <p>Working at I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.</p> <p>Working beyond I can give an account of different ways in which people in our society use substances including alcohol as part of their lifestyle, and evaluate the health risks between responsible use, anti-social use and misuse. I can reflect on the links between mental/emotional health and alcohol and substances. I have considered what my attitude to these may be when I am older.</p> <p>KS2 N.C Design technology link I understand and apply the principles of a healthy and varied diet.</p>	<p>Relationships Working towards I can say how people might feel if they lose someone special to them. I can also give some examples of when people might try to control or gain power over others. I can tell you some ways that I can manage my feelings and ways of standing up for myself in real and online situations.</p> <p>Working at I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.</p> <p>Working beyond I can explain why people may experience a range of feelings associated with loss. I can also analyse some of the methods people can use to try to gain power and control over others, in both obvious and hidden ways, including online. I can consider ways of standing up for myself and my friends when others are using controlling behaviour, and judge between those likely to be effective and those that may aggravate the problem. I can also appraise the effectiveness of</p>	<p>Changing me Working towards I can identify the main stages by which a baby develops through conception, pregnancy and birth. I can tell you some words that describe my feelings about becoming a teenager and how I feel about conception, pregnancy and birth of a baby.</p> <p>Working at I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby</p> <p>Working beyond I can explain in more detail, the process by which a baby is conceived, how it develops through the nine months of pregnancy, and the stages of labour and birth. I can reflect on how this experience might feel from the point of view of a parent and express my own thoughts and feelings about it..</p> <p>N.C Year 5 Science link I describe the changes as humans develop to old age. I describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird I describe the life process of reproduction in some plants and animals.</p>

					<p>different strategies to help me manage my feelings.</p> <p>KS2 NC Computing use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	
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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"> • 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 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 • 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
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 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 • 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

TOPIC	PUPILS SHOULD KNOW
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
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, academy 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 academy to consider			
Parent signature			

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

Appendix 4:

Dear Parents/Guardians,

Year 4 will be covering the topic of Changing Me on Thursday 15th July, this will include menstruation and emotional changes as well as expressing how we feel about these changes. During these lessons, the children will be taught in single sex classes to ensure they feel comfortable. They will complete some short tasks based upon this important topic and will be given the opportunity to ask any questions they may have.

If you would like to discuss this with us before the sessions take place, please contact us via the class email address: falcons@silverdaleprimaryacademy.org.uk, eagles@silverdaleprimaryacademy.org.uk & kites@silverdaleprimaryacademy.org.uk.

Parents have a right to withdraw their child from these sessions if they prefer to cover the topic themselves. Please let us know by Monday 12th July, via the class emails above, if you **DO NOT** wish your child to take part in the Changing Me education lessons.

With best wishes

Year 4 teachers

Dear Parents/Guardians,

Year 5 will be covering the topic of Sex and Relationship Education during the remainder of the term, to include developments in puberty both emotional and physical. During these lessons, the children will complete some short tasks based upon this important topic and will be given the opportunity to ask any questions they may have.

If you would like to discuss this with us before the sessions take place, please contact us via the class email address: churchill@silverdaleprimaryacademy.org.uk, nightingale@silverdaleprimaryacademy.org.uk & nelson@silverdaleprimaryacademy.org.uk.

Parents have a right to withdraw their children from sex education if they prefer to cover the topic themselves. Please let us know by Monday 5th July, via the class emails above, if you **DO NOT** wish your child to take part in the sex and relationship education lessons.

With best wishes

Year 5 teachers

Dear Parents/Guardians,

Year 6 will be covering the topic of Sex and Relationship Education during the remainder of the term, to include puberty, relationships and a baby's development from conception to birth. During these lessons, the children will complete some short tasks based upon this important topic and will be given the opportunity to ask any questions they may have.

If you would like to discuss this with us before the sessions take place, please contact us via the class email address: rowling@silverdaleprimaryacademy.org.uk, morpurgo@silverdaleprimaryacademy.org.uk & shakespeare@silverdaleprimaryacademy.org.uk.

Parents have a right to withdraw their children from sex education if they prefer to cover the topic themselves. Please let us know by Monday 5th July, via the class emails above, if you **DO NOT** wish your child to take part in the sex and relationship education lessons.

With best wishes

Year 6 teachers