

# Crown Meadow First School and Nursery



# Relationships and Sex Education Policy

This policy is reviewed at least every **3 years** by the governing body and SLT and was

Last reviewed Date: June 2025

Next Review Date: June 2028

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## 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 school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

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](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Crown meadow First 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/carers. 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/carers 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 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.

## 5. Curriculum

Our RSE 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/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers upon request.

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. At Crown Meadow First School we use **Story Project** to teach PSHE, giving pupils the emotional and personal skills to manage relationships.

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 areas of learning are taught within the context of family life, taking care to make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

The Health education content for KS2, including puberty, is delivered using **Jigsaw PSHE** units 'Changing me'

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

### 6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them

- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of differentiation needed

## 6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

## 7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with pupils' developmental stage
  - Comply with:
    - This policy
    - The [Teachers' Standards](#)
    - The [Equality Act 2010](#)
    - The [Human Rights Act 1998](#)
    - The [Education Act 1996](#)

- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

## **8. Roles and responsibilities**

### **8.1 The governing board**

The governing board will hold the headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to the Quality of Education committee.

### **8.2 The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from [non-statutory components of RSE (see section 9)].

### **8.3 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/carers wish them to be withdrawn from the non-statutory components of RSE

Class teachers are responsible for teaching RSE in your school. 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

## **8.4 Pupils**

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

## **9. Parents' right to withdraw**

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child from the non-statutory components of sex education within RSE. This content is only linked to a few Y4 lessons, all other RSE content is statutory and so parent cannot withdraw their children from this.

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

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

## **10. 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.

## **11. Monitoring arrangements**

The delivery of RSE is monitored by PSHE/RSE co-ordinator through planning scrutinise, learning walks, monitoring of floor books and pupil voice.

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

This policy will be reviewed by SLT at least every 3 years, or earlier if there are significant changes. At every review, the policy will be approved by Quality of Education Governor sub-committee.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

Being a Good Friend	Celebrating Families	Looking After My Body and Mind	Keeping Safe	Becoming a Global Citizen	Growing Up
<p>Caring Friendships (S)</p> <p>Respectful Relationships (S)</p> <p>Respecting Self and Others (N)</p>	<p>Families and People Who Care for Me (S)</p>	<p>Mental Wellbeing (S)</p> <p>Physical Health and Fitness (S)</p> <p>Healthy Eating (S/N)</p> <p>Healthy Lifestyles (N)</p> <p>Mental Health (N)</p>	<p>Being Safe (S)</p> <p>Health and Prevention (S)</p> <p>Basic First Aid (S)</p> <p>Keeping Safe (N)</p>	<p>Respectful Relationships (S)</p> <p>Respecting Self and Others (N)</p> <p>Online Relationships (S)</p> <p>Internet Safety and Harms (S)</p> <p>Economic Wellbeing (N)</p> <p>Shared Responsibility (N)</p>	<p>Changing Adolescent Body (S)</p> <p>Resilience (N)</p> <p>Ourselves Growing and Changing (N)</p>

### Story Project - Objectives by Year group

	EYFS	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR
<b>Au1</b>	<p><b>Jar of Happiness</b></p> <p>1. I can tell you what makes me happy.</p> <p>2. I can tell you some ways that I help others to feel happy. 3. I can tell you what makes me feel sad.</p> <p>4. I can tell you how I help myself when I feel sad</p> <p>5. I can explain how friends and family can make us feel happy</p> <p>Caring Friendships (S)</p> <p>Mental Wellbeing (S)</p> <p>Mental Health (N)</p>	<p><b>Peace at Last</b></p> <p>1. I can explain why I need enough sleep</p> <p>2. I can tell you some strategies to manage feeling tired.</p> <p>3. I can tell you what helps me to get a good night's sleep.</p> <p>4. I can tell some ways I can help myself when I feel fidgety</p> <p>5. I can tell you why permission seeking is important and I can say no when I'm asked to do something that feels wrong or uncomfortable</p> <p>Respectful Relationships (S)</p> <p>Mental Wellbeing (S)</p> <p>Mental Health (N)</p> <p>Being Safe (S)</p> <p>Health and Prevention (S)</p> <p>Respectful Relationships (S)</p>	<p><b>The Girl Who Never Makes Mistakes</b></p> <p>1. I can explain why mistakes help my learning.</p> <p>2. I can tell you how I have learnt from my mistakes.</p> <p>3. I can tell you how respecting myself and being kind to myself can help me to be happy.</p> <p>4. I can tell you what the word perseverance means.</p> <p>5. I can tell you what helps me to persevere</p> <p>Respectful Relationships (S)</p> <p>Respectful Relationships (S)</p> <p>Resilience (N)</p> <p>Ourselves Growing and Changing (N)</p>	<p><b>. On a Magical Do Nothing Day</b></p> <p>1. I can explain what nature is and I can tell you how nature benefits my mental wellbeing.</p> <p>2. I can give examples of the rights of living things and I can explain why it is important to respect the rights of all living things.</p> <p>3. I can explain the importance of having a balance between online games and other hobbies</p> <p>4. I can tell you how I can keep safe when I am outside.</p> <p>5. I can tell you some strategies I have for managing disappointment.</p> <p>Families and People Who Care for Me (S)</p> <p>Mental Wellbeing (S)</p> <p>Being Safe (S)</p> <p>Shared Responsibility (N)</p>	<p><b>The Grand Hotel of Feelings</b></p> <p>1. I can tell you a range of feelings words and can explain when I have felt these feelings.</p> <p>2. I can tell you why it is important to listen to our emotions.</p> <p>3. I can describe examples of how people experience more than one feeling at a time</p> <p>4. I can explain how my feelings might change as I grow up.</p> <p>5. I can tell you what I could do if my feelings are too big to handle by myself.</p> <p>Mental Wellbeing (S)</p> <p>Ourselves Growing and Changing (N)</p>
<b>Au2</b>	<p><b>Luna Loves Library Day</b></p>	<p><b>Morris the Mankiest Monster</b></p>	<p><b>Ravi's Roar</b></p>	<p><b>Ruby's Worry</b></p>	<p><b>Penguin Pig</b></p>

<p>1. I can tell you who is in my family and why they are important.</p> <p>2. I can tell you what I like to do with my family.</p> <p>3. I can tell you how I show love to my family.</p> <p>4. I can show skills related to active listening e.g. eye contact.</p> <p>5. I can tell you how to show good manners.</p> <p>Respectful Relationships (S)</p> <p>Families and People Who Care for Me (S)</p> <p>Respectful Relationships (S)</p>	<p>1.I can tell you how some diseases are spread and can be controlled. 2.I can tell you the importance of personal hygiene.</p> <p>3.I can tell you the importance of brushing my teeth in the morning and evening.</p> <p>4.I can tell you the consequences of not making the right choices to live a healthy lifestyle</p> <p>5.I can describe the right choices to make to live a healthy lifestyle</p> <p>Respectful Relationships (S)</p> <p>Physical Health and Fitness (S)</p> <p>Healthy Eating (N)</p> <p>Healthy Lifestyles (N)</p> <p>Health and Prevention (S)</p> <p>Respectful Relationships (S)</p>	<p>1.I can explain that it is ok to feel all emotions.</p> <p>2.I can explain why it is important to reflect on how I manage my emotions.</p> <p>3.I can tell you what strategies help me to calm down.</p> <p>4.I can tell you what is fair/unfair, right/wrong and kind/unkind.</p> <p>5.I can tell you why it is good that people are different</p> <p>Respectful Relationships (S)</p> <p>Respecting Self and Others (N)</p> <p>Mental Wellbeing (S)</p> <p>Mental Health (N)</p> <p>Respectful Relationships (S)</p> <p>Respecting Self and Others (</p>	<p>1.I can explain that everyone experiences 'worries', but I need to get help if these become overwhelming. I can explain where I can get help or advice.</p> <p>2.I can explain what to do if I can't ask my family or friends for help and what to do if it is someone in my family or one of my friends who is making me feel unsafe or unhappy.</p> <p>3.I can describe some of the physical signs of worry and I can explain what I should do if I am having lots of physical problems.</p> <p>4.I can describe some simple self-care techniques I can use when I am feeling worried.</p> <p>5.I can explain how children sometimes feel lonely and what children can do if they feel that way.</p> <p>Families and People Who Care for Me (S)</p> <p>Mental Wellbeing (S)</p> <p>Being Safe (S)</p> <p>Health and Prevention (S)</p>	<p>1.I can tell you the risks of making friends online including the risks of talking to people I have never met and how people sometimes pretend to be someone they are not.</p> <p>2.I can tell you why it is important to treat people online the same as you treat people in person.</p> <p>3.I can tell you some strategies for managing online bullying.</p> <p>4.I can tell you how to critically consider sources of information.</p> <p>5.I can tell you how information and data is shared and used online</p> <p>Being Safe (S)</p> <p>Online Relationships (</p>
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	EYFS		YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR
Sp1	<p><b>Here We Are</b></p> <p>1.I can tell you why it is important to look after our planet.</p> <p>2.I can tell you how I keep my classroom environment tidy and safe.</p> <p>3.I can name the parts of my body and tell you some ways I look after my body.</p> <p>4.I can tell you what I would do if my body doesn't feel well.</p> <p>5.I can tell you how I show respect to all people</p> <p>Respectful Relationships (S)</p> <p>Physical Health and Fitness (S)</p> <p>Health and Prevention (S)</p> <p>Respectful Relationships (S)</p> <p>Shared Responsibility (N)</p>		<p><b>Look Up</b></p> <p>1.I can tell you what makes me individual.</p> <p>2.I can tell you what my strengths are.</p> <p>3.I can teach someone else something I am good at.</p> <p>4.I can tell you some of the effects of spending too much time on devices.</p> <p>5.I can tell you how to keep safe on the roads.</p> <p>Respectful Relationships (S)</p> <p>Keeping Safe (N)</p> <p>Respectful Relationships (S)</p>	<p><b>Chicken Clicking</b></p> <p>1.I can tell you the benefits of going online. 2.I can tell you how to recognise the dangers of being online.</p> <p>3.I can tell you the rules and principles for keeping safe online.</p> <p>4.I can tell you how to report problems I have online.</p> <p>5.I can tell you the value of the things that I buy.</p> <p>Online Relationships (S)</p> <p>Economic Wellbeing (N)</p>	<p><b>No Money Day</b></p> <p>1.I can tell you some of the ways people pay for things and some of the decisions people have to make about spending.</p> <p>2.I can tell you how money can affect people's emotions.</p> <p>3.I can tell you some of the reasons people save or spend money.</p> <p>4.I can tell you what 'borrowed' means and why people might borrow money.</p> <p>5.I can tell you how to keep money and possessions safe</p> <p>Mental Wellbeing (S)</p> <p>Economic Wellbeing (N)</p>	<p><b>This Moose Belongs to Me</b></p> <p>1.I can tell you how friends should treat each other.</p> <p>2.I can politely say 'no' when I don't want to do something.</p> <p>3.I can explain that friendships have ups and downs.</p> <p>4.I can tell you some ways I can repair a damaged friendship.</p> <p>5.I can explain how rules and laws protect me and others.</p> <p>Caring Friendships (S)</p> <p>Respectful Relationships (S)</p> <p>Being Safe (S)</p> <p>Respectful Relationships (S)</p>
Sp2	<p><b>Barbara Throws a Wobbler</b></p> <p>1.I can tell you what makes me feel angry. 2.I can tell you what makes me feel calm.</p> <p>3.I can tell you the difference between feelings and actions.</p> <p>4.I can tell you how to treat friends kindly.</p> <p>5.I can tell you how to have kind hands</p> <p>Caring Friendships (S)</p> <p>Respectful Relationships (S)</p> <p>Mental Wellbeing (S)</p> <p>Being Safe (S)</p> <p>Respectful Relationships (S)</p>		<p><b>Angry Arthur</b></p> <p>1.I can tell you what appropriate and proportionate behaviour means.</p> <p>2.I can describe the 5 point scale for basic emotions. 3.I can tell you why someone might have an inappropriate reaction and how they can recognise if they need support.</p> <p>4.I can tell you the importance of giving my brain a rest and some ways I like to relax.</p> <p>5.I can tell you how I take responsibility for my school environment. Including toilets/ shared spaces.</p> <p>Respectful Relationships (S)</p> <p>Mental Wellbeing (S)</p>	<p><b>Aliens Love Underpants</b> 1.I can say the names of the different parts of the body (including external genitalia) and the differences between boys and girls.</p> <p>2.I can tell you why pants are private.</p> <p>3.I can tell you what type of physical contact is acceptable/ comfortable/ unacceptable/ uncomfortable and how to respond if I am uncomfortable..</p> <p>4.I can tell you what I can do if I feel unsafe in variety of situations.</p> <p>5.I can tell you the difference between secrets and nice surprises and the importance of not keeping any secret that</p>	<p><b>Faruq and the Wiri Wiri</b></p> <p>1.I can explain how food contributes to a balanced lifestyle. 2.I can tell you some principles of planning and preparing a range of healthy meals.</p> <p>3.I can make choices about the food I eat and I can tell you what affects the choices I make.</p> <p>4.I can tell you how drinks contribute to a balanced lifestyle. 5.I can tell you what influences my goals and dreams for the future</p> <p>Healthy Eating (S)</p> <p>Economic Wellbeing (N)</p>	<p><b>The Proudest Blue</b></p> <p>1. I can tell you about my cultural heritage.</p> <p>2. I can tell you about ways my family and friends support me.</p> <p>3. I can tell you how I show respect to people who have different beliefs to me.</p> <p>4. I can tell you about some of the different types of bullying (including online bullying) and I can tell you some strategies to resist this and to get help.</p> <p>5. I can tell you about the impact of bullying on mental wellbeing.</p> <p>Respectful Relationships (S)</p>

			Respectful Relationships (S)	<p>makes me feel uncomfortable or afraid</p> <p>Being Safe (S)</p> <p>Ourselves Growing and Changing (N)</p>		<p>Families and People Who Care for Me (S)</p> <p>Mental Wellbeing (S)</p> <p>Respectful Relationships (S)</p>
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	EYFS	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR
Su1	<p><b>Oliver's Vegetables</b></p> <p>1.I can give some examples of healthy foods that are good for my body.</p> <p>2.I can tell you how I include healthy foods in my diet.</p> <p>3.I can tell you where vegetables and fruits come from and how to help them grow.</p> <p>4.I can tell you why I need to drink water at regular intervals in the day.</p> <p>5.I can tell you why exercise is important and some types of exercise I enjoy.</p> <p>Physical Health and Fitness (S)</p> <p>Healthy Eating (S)</p>	<p><b>My Big Fantastic Family</b></p> <p>1.I can tell you about different types of families.</p> <p>2.I can tell you why all families deserve respect.</p> <p>3.I can tell you about the people important to me in my family.</p> <p>4.I can tell you how families can change and some of the emotions related to this.</p> <p>5.I can tell you how families help each other in times of difficulty.</p> <p>Families and People Who Care for Me (S)</p> <p>Mental Health (N)</p> <p>Ourselves Growing and Changing (N)</p>	<p><b>The New Girl</b></p> <p>1.I can tell you the importance of my name and cultural identity.</p> <p>2.I can tell you what it means to be unique and why it is important to respect people's differences.</p> <p>3.I can tell you some of the feelings associated with starting something new.</p> <p>4.I can tell you how I make others feel welcome.</p> <p>5.I can tell you how to judge who is a being a good friend</p> <p>Caring Friendships (S)</p>	<p><b>The Hundred Dresses</b></p> <p>1.I can tell you the characteristics of a good friend.</p> <p>2.I can tell you some ways I can manage friendship problems.</p> <p>3.I can tell you what impact bullying or cyberbullying can have and how someone experiencing bullying can stand up to this or get help.</p> <p>4.I can tell you how bystanders can help prevent bullying.</p> <p>5.I can tell you some ways that I can improve my friendships.</p> <p>Caring Friendships (S)</p> <p>Respectful Relationships (S)</p> <p>Mental Wellbeing (S)</p> <p>Respectful Relationships (S)</p>	<p><b>The Tunnel</b></p> <p>1.I can tell you what a dare is and how dares make people feel.</p> <p>2.I can use a 5 point scale to tell you how risky something is.</p> <p>3.I can tell you what peer pressure is and how to resist anything that is dangerous, unhealthy, and uncomfortable or feels wrong.</p> <p>4.I can tell you how taking risks can be a positive things and how this can build up my resilience.</p> <p>5.I can tell you what I should do in an emergency situation.</p> <p>Caring Friendships (S)</p> <p>Basic First Aid (S)</p>
Su2	<p><b>The New Small Person</b></p> <p>1.I can tell you how a new baby can affect a family.</p> <p>2.I can tell you how babies need to be cared for.</p> <p>3.I can tell you how to take turns and share equipment.</p> <p>4.I can tell you how I would make others feel welcome.</p> <p>5.I can tell you who I would talk to if I feel unsafe or worried.</p> <p>Caring Friendships (S)</p> <p>Families and People Who Care for Me (S)</p> <p>Basic First Aid (S)</p> <p>Ourselves Growing and Changing (N)</p>	<p><b>The Friendship Bench</b></p> <p>1.I can tell you how people choose and make friends.</p> <p>2.I can tell you what makes a good friend.</p> <p>3.I can tell you how my friends make me happy and how I make my friends happy.</p> <p>4.I can tell you how I make others feel welcome and included.</p> <p>5.I know what to do if a friend is making me unhappy.</p> <p>Caring Friendships (S)</p> <p>Mental Wellbeing (S)</p>	<p><b>Grandad's Camper</b></p> <p>1.I can tell you some of the feelings associated with times of change and loss.</p> <p>2.I can tell you some strategies I have for dealing with times of change and loss.</p> <p>3.I can tell you how I could get help if I or someone I care about was struggling with times of change or loss.</p> <p>4.I can tell you about some of the different relationships I have with people in my family and why they are important.</p> <p>5.I can tell you how helping others helps make me happy.</p> <p>Families and People Who Care for Me (S)</p> <p>Mental Wellbeing (S)</p>	<p>Jigsaw Unit – 'Y3 Changing Me'</p> <ol style="list-style-type: none"> <li>I learn how babies grow</li> <li>I understand how babies grow and develop in the mother's uterus and what a baby needs to live and grow</li> <li>I can identify how boys' and girls' bodies change on the outside during this growing up process</li> <li>I can identify how boys' and girls' bodies change on the inside during the growing up process</li> <li>I can start to recognise stereotypical ideas I might have about parenting and family roles</li> </ol> <p>I can identify what I am looking forward to when I move to a new class</p>	<p>Jigsaw Unit – 'Y4 Changing Me'</p> <ol style="list-style-type: none"> <li>I understand personal characteristics come from parents</li> <li>I can name external body parts</li> <li>I can describe how a girl's body changes in order for her to be able to have a baby in adulthood</li> <li>I understand and respect changes seen in others</li> <li>I can identify changes outside of my control that I learnt to accept</li> <li>I can identify what I am looking forward to when I move to a new class</li> </ol>

## 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"> <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 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</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>
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 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</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>

TOPIC	PUPILS SHOULD KNOW
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, school and/or other sources</li> </ul>

### Appendix 3: Parent/carer form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		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/carers	