

## Relationship and Sex Education Policy

### Opening Statement

At Holy Trinity Pewley Down, our ethos which centres on “living life in all its fullness” and our school values, based on respect and empathy, underpin all that we do. We are committed to the spiritual, moral, social and cultural (SMSC) development of all children and have a determined approach to safeguarding; high quality provision for relationship and sex education (RSE) is crucial to both of these. Through RSE, children will learn to “imagine the journey in another’s footsteps”, they will be equipped to “embrace the future with hope and confidence” and they will reflect on how we are all “treasured and loved as unique children of God”.

Living out these values, we aim to ensure that children will grow up having a secure understanding of who they are, developing understanding and empathy that enables them to build strong and respectful relationships with others. The following biblical passage from 1 Corinthians 13, provides us with an inspiring foundation for the teaching of RSE:

*Love is patient, love is kind. It does not envy, it does not boast, it is not proud. <sup>5</sup> It does not dishonour others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. <sup>6</sup> Love does not delight in evil but rejoices with the truth. <sup>7</sup> It always protects, always trusts, always hopes, always perseveres.*

The Department for Education has issued the following advice about the teaching of RSE ([www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary](http://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary)):

*The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.*

*This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary. Respect for others should be taught in an age-appropriate way, in terms of understanding one’s own and others’ boundaries in play, in negotiations about space, toys, books, resources and so on.*

*From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.*

*The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils’ lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.*

*Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; for example, looked after children or young carers.*

*A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as ‘virtues’) in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.*

*Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.*

*Through Relationships Education, schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.*

*Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.*

## **AIMS**

At HTPD Relationship and Sex Education will be taught within a family orientated and Christian framework, underpinned by our school values.

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

- Enable children to build healthy and respectful relationships, being secure in who they are as individuals and understanding and respecting all others, whatever differences there may be
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty and adulthood, and give them an understanding of sexual development and the importance of health and hygiene, enabling them to deal with their own circumstances both now and in the future, helping them to make appropriate decisions and manage their own feelings
- Help pupils develop feelings of self-respect, confidence and empathy, enabling children to acquire caring and responsible sexual attitudes and behaviour and generate kind, thoughtful understanding towards others, being tolerant and respectful of difference
- Prepare children for the online world, with teaching about how to be respectful and safe when using the internet, recognizing that the principles that you learn from the real world are ones that you should apply to the online world
- Teach children about Christian values in relationships, the importance of marriage and family life
- Create a positive culture around issues of sexuality and relationships, enabling the children to speak confidently about sex and growing up, and to challenge inaccurate information and stereotypes gained from the playground, online or elsewhere
- Teach pupils the correct vocabulary to describe themselves and their bodies

## **STATUTORY REQUIREMENTS**

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017. Parents are not able to withdraw children from this aspect of the curriculum.

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

At HTPD, we have chosen to teach some aspects of sex education in Years 4,5 and 6. This is part of ensuring that children are prepared for changes which they may be experiencing themselves, or seeing in others. Parents are entitled to withdraw their child from these lessons.

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

At HTPD we teach RSE as set out in this policy. The following policies are also relevant and should be considered together with this policy: Child Protection (Safeguarding), PSHE, online safety, SEND.

## **POLICY DEVELOPMENT**

This policy has been developed in consultation with staff, governors, pupils and parents.

## **APPROACHES**

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. We will honour a child's family background and home setting and educate in order to equip children to "embrace the future with hope and confidence".

- **RESPONSIVE APPROACH:** This involves responding to questions and situations when they arise. This method is used throughout the school. Children are answered honestly and in whatever detail is felt appropriate, sometimes in a group/class, sometimes independently. Children are able to approach teachers for answers to sex education matters. This however forms only a part of the approach and, alone, would be insufficient.
- **PLANNED CURRICULUM APPROACH:** This forms a large part of the basic PSHE curriculum in each year group and is sometimes woven into other subject areas such as science, RE and Thoughtful times. The PSHE/ RSE programme is carefully planned and is geared to teaching the necessary knowledge as well as giving children the opportunity to build positive attitudes and behaviour. It allows for discussion and is closely linked with information provided to parents. Information regarding sex education is given specifically to parents in Years 4, 5 and 6 before the teaching takes place and there will be opportunities to view material that is to be used.

## **CURRICULUM CONTENT**

Our specific 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, 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.

At HTPD, 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.

## **DELIVERY OF RSE**

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 honour children whatever 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).

### **Foundation stage and KS1**

The subject is taught through PSHE, Circle Time and self esteem groups. We also teach the subject through science and PE which we feel contributes to the children's understanding of their bodies. We teach the children how animals, and humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. Using the phrase "Stop it, I don't like it", we introduce children to the idea of being able to take control in uncomfortable situations.

### **Year 3**

There is an emphasis on building relationships. A great deal of time is spent on how to make friends. How do we cope with friendship difficulties? How can we look after and include each other? How can we have positive healthy relationships? We talk about forgiveness, kindness, empathy and tolerance. In science we look at the human body; the skeleton, bones, muscles, digestive system etc. We work on healthy diets and healthy lifestyles. As in all year groups we spend a great deal of time on how we can keep safe in and out of school.

### **Year 4**

RSE has a focus on growing up and forms part of the summer term topic which has a strong science focus.

The children learn about the differences between boys and girls and the changes in their bodies as they approach puberty and become adults. There is discussion between children and teacher, when questions are answered sensitively and honestly. The focus is on the changes that occur to your body as you grow up, and on developing an accurate factual knowledge and appropriate vocabulary.

### **Year 5**

During the Summer term, there is a recap of what children have learnt in year 4, especially how the body will start to change which is particularly relevant to girls as their bodies may already be starting to change. There is also a focus on the relationships between boys and girls and how this may change as they grow up and develop. Self-respect and respecting others, peer pressure, and what makes a strong and lasting friendship are also important areas covered in Year 5. These are mainly covered in the summer term however they may well be discussed as and when necessary earlier in the year.

### **Year 6**

During this year the children study a science-based topic called "It's a Wonderful Life", which draws in a wide range of ideas:

Parts of the body and their function, personal hygiene, fitness, health hazards, family and friends, diet, sex education.

The backbone of the course is a series of programmes called 'Living and Growing'. The emphasis is on change, coping with the future, attitudes to the opposite sex, sexual characteristics, puberty and parenthood. Once the factual side has been established the programme follows a real family through conception, birth and integration into family life.

Sexual relationships are seen as very special and not to be entered upon lightly; they are most appropriate within the context of a permanent loving relationship.

Discussion work after the programmes enables the teachers to bring out the caring and responsible attitudes, reinforce the factual information and prepare the children for the physical and emotional changes they will all face. There will be an opportunity during the sessions for boys and girls to discuss separately with a teacher of their own sex. There is also a question box so children can ask questions they may not wish to ask during discussion time. Throughout, there is a positive attitude and encouragement towards sensitivity to others. Where there are

questions that are not appropriate for whole class discussion, we will suggest that children talk to their parents about these matters.

Other areas covered include: personal hygiene, family relationships and friendships and changes within these, peer group pressures, the physical and emotional changes in pre-adolescence, and gender roles. Other sensitive issues such as divorce, homosexuality, abortion and contraception could be discussed as a response to individual questions.

We try to ensure that all discussions are open and honest but are encompassed within a caring and Christian framework. At all stages pupils are encouraged to consider, not only their own feelings but the feelings of others who may be involved. Small and large group discussions may be part of a religious/moral education lesson or may be more specific.

Other opportunities may also arise when a particular issue is brought up by a pupil, either because of a personal experience or because of a current news item and these are always followed up as soon as it is appropriate to do so. Likewise, individual questions and worries are dealt with sympathetically so that pupils feel that there is always someone willing to listen, (we are always alert to the possibility of some areas of discussion causing distress to pupils and deal with this accordingly).

## **ROLES AND RESPONSIBILITIES**

### **The Governing Body**

The governing body will approve the RSE policy, and hold the headteacher to account for its implementation. It will monitor provision to ensure that:

- all pupils make progress in achieving the expected educational outcomes in RSE;
- RSE is well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn;
- RSE is resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

### **The headteacher**

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

### **Staff**

Staff are responsible for:

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

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

## **Pupils**

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

## **PARENTAL RIGHT TO WITHDRAW**

Whilst parents do not have the right to withdraw their children from relationships education, they may contact the headteacher to withdraw their child from the non-statutory components of sex education within RSE which takes place in Years 4,5 and 6.

## **REVIEW**

The Governing Body of HTPD first adopted this policy in 2010. It will be reviewed biennially by the Governing Body and will be revised as often as may be required.

**Date last reviewed:** January 2020

**Review Date:** January 2022

Signed on behalf of the Learning Committee:

Clare Brunet  
Headteacher

## **APPENDIX 1**

### **Relationships and sex education curriculum map on following pages**

Key to the Map below:

\* denotes sex education lessons

RSE at HTPD	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>1 How to make friends</b></p> <p>Throughout incorporate online safety</p>	<p>Lesson 1 What is a friend? How do we make friends? What do we need to do to be a good friend to others?</p>	<p>Lesson 1 What does it mean to me to have a good friend? How does it make me feel? How am I able to make friends?</p>	<p>Lesson 1 How to be a great friend. What qualities do I have that make me a good friend, and how can I show these in different situations?</p>	<p>Lesson 1 What are the qualities of a good friend? How do I show everyone that I am a good friend? How do I act when there are difficulties in friendships? How can I resolve these issues?</p>	<p>Lesson 1 Beginning to make a relationship web (talk about keeping in touch online). Thinking about those who are closest and most important to me, and those who are more distant. Why are the people closest to us important?</p>	<p>Lesson 1 Friendships. Looking at how change happens as people get older, how to make new friends and thinking of ways of solving conflicts in friendships. Link to the idea that friendships are never going to be perfect.</p>	<p>Lesson 1 My Relationship Web - recognising those people in my life who are most significant. Realising that there are those I may not talk to much, but they are still in my web. Consider online relationships.</p>
<p><b>2 Celebrating Me</b></p> <p><b>Psalm 139 “You knit me together in my mother’s womb.”</b></p>	<p>Lesson 2 What am I like? What good qualities do I have? Begin to identify our great qualities which can make us be a good friend.</p>	<p>Lesson 2 Recognising and celebrating what I like about myself. Thinking about the qualities of a good friend; why would someone want to be friends with me? Is there anything which could make me a better friend?</p>	<p>Lesson 2 Changing me: Recognising how my body has changed from when I was a baby until where I am now. How am I different from when I was a baby? Think of physical and emotional changes. Does this make me a different person?</p>	<p>Lesson 2 What does bullying look like? Why might someone bully? Being aware if we are being unkind to others. How can we stop bullying? What different strategies do we have? Should we get revenge?</p>	<p>Lesson 2 We are all unique. Exploring what makes us individuals - what qualities do we each have, personally and physically. Understanding that some of our characteristics come from our birth parents.</p>	<p>Lesson 2 Celebrating me! What do I think of myself? What are the positives and negatives? How does body image feed into this? Consider online and media influence. Look at ways to build self-esteem. Read Psalm 139</p>	<p>Lesson 2 My self-image. What do I think of myself? How does body image feed into this? Look at ways to build self-esteem. Consider online image.</p>
<p><b>3 Understanding and respecting change in ourselves and others</b></p>	<p>Lesson 3 What can it look like when people are unkind to others? What are the solutions if someone is being unkind?</p>	<p>Lesson 3 The life cycle of humans and animals (ie baby - child - teenager - young adult - middle aged - old age). Understanding that changes happen and this is ok.</p>	<p>Lesson 3 Know the names for different parts of the body. Discuss what physical touching I like and what I do not like. How do we greet friends? Being able to express myself if I do not feel comfortable with physical touching</p>	<p>Lesson 3 Understand that in humans and animals, many changes happen between birth and growing up. Introduce the different stages of life. Be aware that females have babies. Who do we know in each stage of life? Understand that change is a part of life and will constantly be happening.</p>	<p>Lesson 3* The circle of change. Looking at how we can change how we behave positively. What do we want to change about ourselves that we can influence? How can we make sure that we are successful in this? What challenges may present themselves along the way? Link to peer pressure and self-image. Physical and emotional changes during puberty (boy/girl single sex groups). Boys: Physical growth, growth of pubic hair, acne, enlargement of genitalia, voice breaking and sweating. Girls: Menstruation, growth of pubic hair, breasts enlargement, hip widening, sweat and acne. Ensure time for questions afterwards and discuss adults that children can talk to.</p>	<p>Lesson 3* Revision of previous year: Physical and emotional changes during puberty (boy/girl single sex groups). Boys: Physical growth, growth of pubic hair, acne, enlargement of genitalia, voice breaking and sweating. Girls: Menstruation, growth of pubic hair, breasts enlargement, hip widening, sweat and acne. Ensure time for questions afterwards and discuss adults that children can talk to. Thinking of how changes may make us feel, how to deal with changes etc.</p>	<p>Lesson 3* A recap of the physical and emotional changes during puberty (boy/girl single sex groups). Boys: Physical growth, growth of pubic hair, acne, enlargement of genitalia, voice breaking, sweating and wet dreams. Girls: Menstruation, growth of pubic hair, breasts enlargement, hip widening, sweat and acne. Ensure both sexes are discussed in this session. Ensure time for questions afterwards and discuss adults that children can talk to. Thinking of how changes may make us feel, how to deal with changes etc.</p>
<p><b>4 Standing up for ourselves</b></p>	<p>Lesson 4 Understanding my body. Discussing the correct names of different parts of the body. How has my body changed since I was a baby? Looking up to Year 2/6, to parents, to grandparents. What other changes might happen?</p>	<p>Lesson 4 Recognise changing me. How have I changed from when I was a baby until now? What is different about me and what is the same? Is it ok to like different things? To play with different people?</p>	<p>Lesson 4 Secrets and dares. Understanding that sometimes it can be good to keep secrets, but at other times not. How do we know? What is peer pressure? We shouldn’t ever feel forced to do something if we don’t want to. Celebrating being able to say “no”.</p>	<p>Lesson 4 Keeping myself safe (daily life and online). Think back to ‘pants’ rule (NSPCC) which they looked at in KS1 and think how it still applies now. Consider issues online. How to keep ourselves safe – eg don’t post pictures without asking parents, don’t give out details, being aware of talking to people online</p>	<p>Lesson 4 What is peer pressure? Look at situations where someone has felt peer pressure. What are the consequences? What can we do if we are not happy about doing something? Link to dares. Celebrating and empowering children to say “no” if they are not comfortable with a situation.</p>	<p>Lesson 4* Girls to be taught about changes in boys. Boys to be taught about changes in girls. Understanding how changes may make both sexes feel, and encouraging mutual respect. Ensure time for questions afterwards and discuss adults that children can talk to.</p>	<p>Lesson 4* Sexual intercourse. How babies are conceived. Discuss the process of a baby developing and eventually being born. Promote the respect of different views on this topic. Explain Christian teachings on the sanctity of committed relationships. Other topics that may come up: contraception, the age of consent, masturbation.</p>

<p><b>5 Knowing who to talk to if I have a problem</b></p>	<p>Lesson 5 The ‘pants’ rule; thinking about staying safe, appropriate touching, secrets and saying “no”. Use “stop it, I don’t like it” phrase.</p>	<p>Lesson 5 Recap the correct names for parts of the body. Go over the ‘pants rule’ again, which will have been introduced last year in Reception. This links to staying safe, appropriate touching, secrets and saying “no”.</p>	<p>Lesson 5 Discuss gender stereotypes. Share ideas of what the children believe boys and girls should do. Explain that these are stereotypes and it is most important to be yourself. Celebrate individuality.</p>	<p>Lesson 5 Who to talk to if I need help. Look at the idea of trust. Why do we only trust certain people? Who are the people I trust?</p>	<p>Lesson 5 Discuss expectations of males and females. What should they like? What shouldn’t they like? What should both sexes do when they are older? Question these stereotypes and get children to understand that you don’t have to just like certain things. Look at the idea of can boys and girls be friends - of course they can! Celebrate individuality.</p>	<p>Lesson 5 Discuss age-appropriate online content. Have the children ever seen anything online which they are not comfortable with? How did it make them feel? What can they do when this happens? Talk about the importance of being careful regarding what we send and share online.</p>	<p>Lesson 5 Consider internet safety, distressing online material and how internet content and images do not always accurately represent healthy relationships. Discuss peer pressure, discuss the legality of sharing images and potential consequences.</p>
<p><b>6 Celebrating and respecting our differences</b></p> <p><b>Throughout, celebrate marriage and stable committed relationships as a foundation for family life.</b></p>	<p>Lesson 6 What are the different types of families? Married, not married, single parent, same sex, multiple homes/ step parents. How might different families look? What is in common with families?</p>	<p>Lesson 6 Get children to recognise members of their families. Their immediate family and their more distant family members. Some families are married and others are not but are still committed. Explore that despite families looking different, they all love us.</p>	<p>Lesson 6 Introduce the idea of different long term relationships (marriage, civil partnerships).</p>	<p>Lesson 6 What is love? How is it different to a friendship? Identify types of relationships and families, including a married couple, unmarried couple, same sex relationships and adoption.</p>	<p>Lesson 6 What does the word gay mean? Discuss when children might have heard this. Talk about how it can be used in a derogatory way, and how this makes gay people feel. Talk about when it should be used and when it is not appropriate.</p>	<p>Lesson 6 Explain what LGBT means. Explain that some people have same-sex relationships and that this is ok. Discuss the importance of respecting others.</p>	<p>Lesson 6 Discuss the difference between physical attraction and being attracted to the personality of someone. What is it like to be attracted to someone? How might your body feel?</p>
<p><b>7 What makes a good relationship?</b></p> <p><b>Use the “Love is...”</b></p> <p><b>1 Corinthians 13 throughout all year groups</b></p>	<p>Lesson 7 Introduce the idea that there are different types of relationships, but they all have love in common.</p>	<p>Lesson 7 Discuss different types of families. Talk about how some families are big, some are very small, some children only have one parent, some have same sex parents etc. Discuss different families and what might be different, but what they have in common to other families.</p>	<p>Lesson 7 Interacting with my family. Discuss different family members, my relationship with them and why it is important to cooperate, be kind and forgive each other. Understand that families aren’t perfect, but it is important to be kind and compromise so everyone gets along.</p>	<p>Lesson 7 What are the differences between boys and girls? Think about those physically (using correct terminology) and emotionally. Link to gender stereotypes, which were introduced last year. Discuss how although there are differences, there are also a lot of similarities, and we are able to like the same things. Using Noah topic, consider the importance of pets and relationships with animals.</p>	<p>Lesson 7 How do people feel having a ‘special pet’? Why are animals special? What does it feel like when an animal dies? How can we cope with this? Celebrating relationships with pets - why can they be so important?</p>	<p>Lesson 7 Gender stereotyping. Focus on the idea that “men can cry” - it is ok to show emotion. It is not a sign of weakness. Look to the future, thinking of jobs and roles in the family. Are there jobs for men and women? Are there roles in the family for men and women? Identify stereotypes and explain that these do not have to be followed.</p>	<p>Lesson 7 Gender Stereotyping, focussing on equality between men and women. Discuss online behaviour (sharing images) and that sometimes people can be pressurised. Empower children to say no. Explore ways in which one sex may claim to have power over the other. Promote respect for each other.</p>
<p><b>8 Appreciating the important people in my life</b></p>	<p>Lesson 8 Who are the key people in our lives who we can talk to? Introduce the idea of trust - who do we trust? What is important about the people we trust?</p>	<p>Lesson 8 Celebrating special relationships. Being able to say why someone is special to me and how that makes me feel</p>	<p>Lesson 8 Expressing appreciation for those in my special relationships. Being able to identify those most important to me, and discuss how to let them know that they are special. The importance of thanking them.</p>	<p>Lesson 8 Looking at how I can express appreciation to my friends and family. Think about all my family and friends do for me. How can I show appreciation?</p>	<p>Lesson 8 Knowing how to show love and appreciation of those people and animals who are special to us. Discuss that marriage and civil partnerships are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</p>	<p>Lesson 8 What it is like to be in love? Discuss boyfriends and girlfriends. What does it feel like to have one? What are the responsibilities associated? What challenges can there be?</p>	<p>Lesson 8 Discuss the fact that families are not all the same. Talk about different family make-ups. Discuss the idea of a family stereotype. Recognise not all families are like this - how do they feel? What is divorce like and how does this affect families?</p>

## 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>
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>

TOPIC	PUPILS SHOULD KNOW
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**

### ***Contraception:***

If questions are asked by children, there will be answers given to explain that measures can be taken to avoid pregnancy and that condoms can lessen the danger of Sexually Transmitted Diseases, including AIDS.

### ***LGBT+:***

Whilst not covered explicitly in the teaching resources used for sex education, LGBT+ issues will be likely to crop up in general discussion. Above all it is important that peoples' individual sexuality is treated with respect.

### ***Abortion:***

This might feature in general discussion with older children within a framework of what is the law and an awareness of different viewpoints including Pro-Choice and Pro-Life may be introduced.

### ***Sexually Transmitted Diseases:***

The main factor involved here will be taking the opportunity to provide accurate information and to dispel myths. We will teach about the dangers associated with sexually transmitted diseases, such as chlamydia and HIV.

### ***Child Abuse:***

This will be dealt with in specific terms with children throughout the school and will cover their right to say "No" and what is acceptable and non-acceptable touching. They will also be told about laws which protect them. Children are also encouraged to speak individually to any member of staff about any personal worries in this area.

### ***Masturbation:***

This is likely to come up in discussion with older children. We will teach that it is normal and acceptable for all.