



Sutton in Craven C.E (V.C) Primary School



Relationships Sex Education Policy

Flourish together, in the love of God, to live life in all its fullness.

'That they shall have life, life in all its fullness.' John 10:10

Document Status			
Date of Next Review	Nov 2021	Responsibility	Full Governing Body
Success Criteria for review completion		Responsibility	Chair of Governors
Date of Policy Creation	Adapted school written model October 2020	Responsibility	Chair of Governors
Date of Policy Adoption by Governing Body	12 th Nov 2020	Signed	
Method of Communication (e.g Website, Noticeboard, etc)	Email, website		



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Our Vision and Values

Our vision is to support every child to flourish into compassionate, confident and resilient young people who have a delight in learning and do so in the love of God.

We focus on three core Christian Values, **LOVE, COURAGE and PEACE** which underpin all we do in school.

We will advocate for each and every child to achieve their very best and uphold high aspirations for them all, through our creative, meaningful and inspiring approach to teaching and learning. We are educating every child to live life in all its fullness.

Our Christian Values underpin and motivate high expectations for us all and together they create a loving community, a climate of dignity, respect, safety and support, a place of love, courage, peace and high aspiration for all to flourish.

Our rich curriculum is designed to challenge, engage and motivate children to progress; it encourages children to discuss, explore, create and reflect, immersing them in delight and a lifelong love of learning.

All our children are at the centre of a diverse, meaningful and innovative learning experience that is relevant for the future, which draws inspiration from positive role models and the Christian faith.

Aims and Objectives of policy

This policy is a working document, which provides guidance and information on all aspects of RSE in the school for staff, parents/carers and governors. To be accessible to all of these groups the document needs to be available on request and presented in a way that is easy to understand

At Sutton CE Primary School we consider that Relationships and Sex Education (RSE) is an integral part of the Personal, Social, Health and Economic Education (PSHE) and is linked to core aspects of our curriculum areas including science, learning to learn, Religious Education, spirituality, diversity, health and well-being, community and creativity. Our aim is to teach RSE and PSHE in accordance with our vision of flourishing together in the love of God. Each child is a unique being, a child of God, loved and accepted. As such, our school seeks to enable children to develop through an inclusive programme of teaching that is based on Christian principles, which both respects the human body and seeks to ensure health and well-being. We offer children a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. We believe that RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and in the wider society. It should prepare pupils for the opportunities, responsibilities and experience of adult life.

We want our Relationships Education to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts including online. Teaching about mental wellbeing is central to this, especially as children's happiness is a priority. We acknowledge that young people are increasingly experiencing challenges. We believe that Relationships Education will give children the knowledge and capability to take care of themselves and receive support if problems arise.



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Our school recognises that for many children the distinction between the online world and real life is less marked than for many adults. They often operate freely in the online world and some spend a substantial amount of time online. As part of our Relationships Education we will take this into account when planning how to support them in distinguishing between different types of online content and making well informed decisions. We will educate pupils to see the good in the benefits of the internet and social media, but also to use them discriminately. Keeping safe online will continue to play a major part in our teaching.

We seek to:

- Reassure children of their value and self-worth, including aspects of dignity, self-respect and self-restraint
- Help pupils develop a positive and secure personal identity and feelings of confidence and empathy.
- Ensure that all understand nurture a responsible attitude towards personal relationships, such as aspects of mutual respect and care, and to develop sensitivity towards the needs of others
- Foster the ability to manage relationships in a responsible and healthy manner
- Promote the value of loving relationships and of family life
- Enable pupils to understand the qualities of healthy relationships based on Christian principles, including the importance of marriage and lifelong commitments
- Provide knowledge of human reproductive processes
- Inform children on matters of personal hygiene and related health issues
- Encourage exploration of values and moral issues, taking into account the physical and moral risks associated with certain behaviour. Everything we do is rooted in our belief that all human beings are loved and cared for by God
- Know the importance of respecting others and accepting those who differ, yet challenging those behaviours and attitudes, which exploit others and do not reflect our Christian values.
- Educate against discrimination and prejudice
- Create a positive culture around issues of sexuality and relationship.
- Understand how to stay safe, know the importance of boundaries and how to report abuse or feelings of being unsafe.
- Prepare children for healthy relationships in an online world.

Policy Development

The Government has committed to making the health education and relationships education/RSE (Relationships Sex Education) aspects of PSHE compulsory from September 2020.

This policy was developed by Alison Campbell, the PSHE Lead, a parent working party, teaching staff, head teacher and governors.



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Different views were taken into account when developing this policy and the Relationships and Sex Education (RSE) programme. The consultation and policy development process involved the following steps:

1. Review – Alison Campbell researched and pulled together all relevant information including relevant national and local guidance.
2. A parent working party was invited to a meeting, one about our vision and aims for SRE Education in school and the other to look through the resources used with children and the new policy and how best to inform parents.
3. Senior Leadership Team – to look through policy and see if it meets the stated guidelines and checklist provided.
4. Staff consultation - staff were given the opportunity to look at information and make recommendations.
5. Parent working party to review policy and make recommendations as well as an opportunity to look at the resources that will be used with the children
6. Governor's consultation and ratification
7. A document went out to all parents giving information about RSE and the adaptations required by law.
8. Staff consultation to look at final version of policy and an opportunity for additional training delivered by Alison Campbell

Definition of RSE

RSE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings (Sex Education Forum 1999). Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, sexuality and sexual health. It should support pupils gain accurate information, develop skills and form positive beliefs, values and attitudes. It also gives pupils essential skills for building positive, enjoyable, respectful, loving and non-exploitative friendships and relationships, staying safe both on and offline. This enables them to take responsibility for their body, relationships, reproduction, sexual health and wellbeing. Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools. Schools are free to determine how to deliver the content set out in this guidance, in the context of a broad and balanced curriculum.



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Legislation (statutory regulations and guidance)

This policy has been developed from statutory guidance from the Department for Education, issued under Section 80A of the Education Act 2002 and from The Relationships Education, Relationships and Sex Education, and Health Education Regulations 2019. The revised Department for Education statutory guidance states that from September 2020, all schools must deliver relationships education in primary schools.

The government want pupils to be able “to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

We undertake to follow the principles in the Church of England *Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE). Appendix 1.*

The policy is based on DfE guidance from ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education’ July 2020.

The policy has also been informed by:

- Sex and Relationship Education Guidance (2020)
- Keeping Children Safe NYCC Relationships and Sex Education Guidance for Schools (Sept 2020)
- Equality Act 2010
- Understanding of the Ofsted inspection framework and links to the Relationships Education, RSE and Health Education.

This policy is linked to:

- Safeguarding / Child protection Policy
- Confidentiality Policy
- Anti- Bullying Policy
- E - Safety Policy
- SEND Policy
- PHSE policy
- Teaching and Learning Policy
- Assessment Policy
- Science Policy
- RE Policy
- Collective worship Policy



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By the end of Primary school:

Families and people who care for me

Pupils should know

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Pupils should know

- 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

- Pupils should know
- 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.



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- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

Pupils should know

- 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

Pupils should know

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

Mental wellbeing

Pupils should know

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.



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- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

Pupils should know

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

Physical health and fitness

Pupils should know

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

Pupils should know

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.



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- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). Drugs, alcohol and tobacco Pupils should know
- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

Pupils should know

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.

Basic first aid

Pupils should know:

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body

Pupils should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.

Our curriculum content will also involve making pupils aware of their Human Rights :

Article 16 – You have the right to privacy.

Article 19 – You have the right to be protected from being hurt or mistreated, in body and mind.

Article 24 – You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you to stay well. Article 28 – You have the right to a good quality education.

Article 29 – Your education should help you use and develop your talents and abilities. It should help you to live peacefully, protect the environment and respect other people.

Article 34 – You have the right to be free from sexual abuse.

Article 36 – You have the right to protection from any kind of exploitation.



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Roles and Responsibilities

The RSE programme will be led by Mrs Alison Campbell

The lead Governor will be Mrs Deborah Bacon

It will be taught by all staff across the school

The Governing Body

The Governing Body has the responsibility to:

- ensure a school has an up-to-date RSE policy that describes the content and organisation of RSE through the national curriculum science, computing and other curriculum areas such as PSHE
- ensure the school is meeting requirements under the equalities legislation (Equalities Act 2010) by ensuring the curriculum reflects the diversity of modern Britain including representing a range of families and sexualities
- consider how pupils, in accordance with the statutory guidance 'Keeping children safe in education' 2018, may be taught about safeguarding, including online, through teaching and everything we do is rooted in our belief that all human beings are loved and cared for by God learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through PSHE, and through RSE
- consult with parents on the determination of the school's Relationships and Sex Education policy and ensure that it is available to parents/carers and that they know of their right to withdraw their children
- implement the Relationships and Sex Education Policy through the Headteacher
- include a summary of the content and organisation of sex education in the School Prospectus

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning. The Head teacher's responsibilities in respect of RSE are to:

- work with governors to ensure compliance with the statutory guidance including how to implement the 2020 Statutory Guidance
- liaise with the PSHE co-ordinator to ensure the effective delivery of the RSE within the curriculum
- keep the governing body fully informed of provision, issues and progress around RSE issues
- act upon any concerns which may arise from pupil's disclosure during RSE sessions
- monitor staff training requirements in relation to effective teaching and learning of RSE
- ensure parents/ carers are informed when their children will be taught RSE to support a partnership approach but also that they do have the right to withdraw their child from any RSE that is not part of the National Curriculum



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The PSHE/SRE Lead

The school has a lead for PSHE/SRE who is responsible for all aspects of the subject including RSE. In respect of RSE, their responsibilities are to:

- ensure the implementation and quality of long term and medium term RSE schemes of work
- ensure that all staff are confident in the skills to teach and discuss RSE issues as trained, confident and competent staff are essential to raise standards in RSE
- consider the needs of all pupils, and to achieve this recognise that the school might need to address some specific issue.
- consult with pupils to inform provision around RSE and use the schools' Growing up in North Yorkshire bi-annual survey results to inform planning
- access appropriate training
- monitor and advise on RSE organisation, planning and resource issues across the school
- ensure procedures for assessment, monitoring and evaluation are included
- liaise with any service provision to support aspects of sexual health
- co-ordinate with external providers to ensure their provision meets the outcomes of the planned provision using age appropriate materials
- liaise with the Headteacher to ensure parents/carers are informed when their children will be taught RSE to support a partnership approach but also that they do have the right to withdraw their child from any RSE that is not part of the National Curriculum

The 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 to withdraw from the non-statutory/non science components of RSE

Pupils

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

Monitoring Arrangements

The delivery of RSE is monitored by Mrs Alison Campbell (PSHE/SRE Lead) through:

- Learning Walks
- Monitoring of PSHE Class Books
- Lesson Observations



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- Pupil discussions
- Staff discussions
- Parent, pupil and staff surveys

Parents and Carers

Parents and carers are the prime educators for children on the matters covered in Relationships Education, Sex Educational and Health Education. We believe that school should complement and reinforce the role, building on what pupils learn at home. We will work closely with parents when planning and delivering this subject. We will ensure that parents know what will be taught and when and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of the sex education sessions delivered as part of statutory RSE.

We believe that involving parents in discussions over what will be taught in school will help to address any concerns parents may have in managing conversations with their children on these issues. We feel that this open relationship with parents allows the important opportunity to talk about how this subject contributes to pupil wellbeing and keeping children safe.

Equal Opportunities Statement

Relationships Education, RSE and Health Education must be accessible for all pupils and this is particularly important when teaching pupils with special educational needs and disabilities. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. We tailor content and teaching to meet the specific needs of our pupils who are at different developmental stages. We ensure that their teaching is sensitive, age-appropriate, and developmentally appropriate and delivered with reference to the law. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision is allocated to all groups but there may be occasions where certain children are given extra support from staff.

Delivery of RSE

RSE is taught within the personal, social, health, economic (PSHE) education curriculum and it is firmly embedded in all areas of the curriculum. Along with the sex education from Year 5 there are stand-alone drug and substance misuse sessions.

RSE is normally delivered by the class teacher/school nurse in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. Active learning methods which involve children's full participation are used.



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Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in school.

- Visitors are invited in to school because of the particular expertise or contribution they are able to make. For example: we may invite qualified first aiders to deliver first aid sessions to our children.
- All visitors are familiar with and understand the school's RSE policy and work within it;
- All input to PSHE lessons are part of a planned programme and negotiated and agreed with staff in advance;
- All visitors are supervised/supported by a member of staff at all times;
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

RSE Curriculum (3D Dimensions Curriculum)

At Sutton CE we use the '3D Dimensions' programme which contains many units relating to current issues within today's world and society, while providing full coverage for all areas of PSHE. Lessons are taught through a variety of teaching and learning styles such as role-play, storytelling and games and these are extremely effective when engaging pupils and making learning purposeful. In addition to this, elements of PSHE are taught subtly and embedding throughout. RSE will be taught through the 3D Dimensions in discrete lessons as part of our curriculum. Age and cultural backgrounds of the pupils were regarded in relation to images used. The range of material used is available to parents/carers.



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Early Years Coverage of RSE:



It's All About... Taking Part!

Encouraging young children to participate and be actively involved in home, school and community life at an individual, group and class level, understanding how to behave appropriately in different situations.



It's All About... Being Smart!

Encouraging young children to think carefully, to develop positive attitudes towards themselves and others, to recognise and have confidence in their own abilities and talents and to know how to manage personal hygiene, as well as keeping healthy and safe, linked to behaviour and potential consequences.



It's All About... Where to Start!

Encouraging young children to be confident, to show initiative in a range of different situations and settings and to develop strategies for how to solve problems and resolve conflicts.



It's All About... Having Heart!

Encouraging young children to show sensitivity and compassion towards others, to manage their feelings, to develop positive, caring and respectful relationships with both children and adults and to cooperate and share willingly.

Modern British values are embedded, both implicitly and explicitly within the teaching resources, so that, from a very early age, children are being taught the importance of tolerance, democracy, respect and responsibilities.

Early Years Introduction Coverage

Making Relationships	Lessons
<ul style="list-style-type: none"> Plays in a group, extending and elaborating play ideas (DM 30-50 months) Initiates play, offering cues to peers to join in (DM 30-50 months) Responds to what others say or do and keeps play going (DM 30-50 months) Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults (DM 30-50 months) 	<ul style="list-style-type: none"> Lesson 1 'Let's Play Shops' Lesson 2 'Who's Playing' Lesson 3 'It's Your Turn' Lesson 4 'Good Friends'

Self Confidence / Awareness	Lessons
<ul style="list-style-type: none"> Selects and uses activities and resources with help (DM 30-50 months) Enjoys responsibility of carrying out small tasks (DM 30-50 months) Talks confidently to other children when playing (DM 30-50 months) Communicates freely about own home and community (DM 30-50 months) Shows confidence in asking adults for help (DM 30-50 months) Welcomes and values praise for what they have done (DM 30-50 months) Is more outgoing towards unfamiliar people and more confident in new social situations (DM 30-50 months) 	<ul style="list-style-type: none"> Lesson 5 'Make Your Choice' Lesson 6 'Odd Jobs' Lesson 7 'Chatterbox' Lesson 8 'Where I Live' Lesson 9 'Can You Help?' Lesson 10 'Well Done!' Lesson 11 'A New Baby'

Managing Feelings / Behaviour	Lessons
<ul style="list-style-type: none"> Begins to accept the needs of others (DM 30-50 months) Takes turns and shares resources, sometimes with support (DM 30-50 months) Adapts behaviour to different events, social situations and changes in routine (DM 30-50 months) Is aware of own feelings and knows that some actions and words can hurt others' feelings (DM 30-50 months) Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met (DM 30-50 months) 	<ul style="list-style-type: none"> Lesson 12 'Deaf Girl' Lesson 13 'Fair Shares' Lesson 14 'The Pantomime' Lesson 15 'You Smell' Lesson 16 'A Waiting Game'

Key Stage 1 Coverage for Relationships:

The Dimensions KS1 relationships curriculum covers the areas; communication, bullying, fairness and family and friends.



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Unit 1 Communication	Lesson 1	Feelings	<ul style="list-style-type: none"> To recognise and communicate feelings to others
	Lesson 2	Responses	<ul style="list-style-type: none"> To recognise and communicate feelings to others To listen to, reflect on and respect other people's views and feelings
	Lesson 3	Opinions	<ul style="list-style-type: none"> To understand that it is important to share their opinions and to be able to explain their views To learn to listen to other people and play and work co-operatively
	Lesson 4	Co-operation 1	<ul style="list-style-type: none"> To recognise the importance of listening to other people To understand the importance of being able to work cooperatively To understand the concept of negotiation
	Lesson 5	Co-operation 2	<ul style="list-style-type: none"> To understand the importance of being able to play and work cooperatively To work independently and in groups, taking on different roles and collaborating towards common goals
	Lesson 6	Co-operation 3	<ul style="list-style-type: none"> To take part in a simple debate about topical issues To share opinions and explain their views To reflect on the similarities and differences between people
	Lesson 7	Good Manners	<ul style="list-style-type: none"> To know the conventions of courtesy and manners

Unit 2 Bullying	Lesson 1	Definition	<ul style="list-style-type: none"> To learn about bullies and bullying behaviour To understand the difference between impulsive and considered behaviour
	Lesson 2	Unkindness	<ul style="list-style-type: none"> To understand that name-calling is hurtful and avoidable To recognise how their behaviour affects other people
	Lesson 3	Behaviour 1	<ul style="list-style-type: none"> To understand what is and what is not bullying behaviour To understand the difference between impulsive and considered behaviour To recognise the difference between good and bad choices
	Lesson 4	Behaviour 2	<ul style="list-style-type: none"> To recognise how their behaviour affects other people To recognise how attitude and behaviour, including bullying, may affect others To recognise how their behaviour and that of others may influence people both positively and negatively
	Lesson 5	Behaviour 3	<ul style="list-style-type: none"> To understand who can help if someone is affected by bullying To recognise that there are people who care for and look after them To consider different types of teasing and bullying, understand that bullying is wrong and know how to get help to deal with bullying To seek help from an appropriate adult when necessary
Unit 3 Fairness	Lesson 1	Fair and Unfair	<ul style="list-style-type: none"> To recognise what is fair and unfair To learn to take part in discussions with the whole class
	Lesson 2	Comparisons	<ul style="list-style-type: none"> To learn about others To reflect on the similarities and differences between people To recognise and respect similarities and differences between people



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Unit 3 cont. Fairness	Lesson 3	Behaviour	<ul style="list-style-type: none"> To understand that family and friends should care for each other To recognise how their behaviour affects other people To recognise how their behaviour and that of others may influence people both positively and negatively 	
	Lesson 4	Right and Wrong	<ul style="list-style-type: none"> To understand the difference between right and wrong To recognise right and wrong, what is fair and unfair and explain why 	
	Lesson 5	Teasing	<ul style="list-style-type: none"> To learn strategies to cope with unfair teasing To understand that there are different types of teasing and bullying To consider different types of teasing and bullying, understand that bullying is wrong and know how to get help to deal with bullying 	
	Lesson 6	Kindness	<ul style="list-style-type: none"> To recognise what is kind and unkind behaviour To understand that family and friends should care for each other To recognise how their behaviour and that of others may influence people both positively and negatively 	
	Unit 4 Family and Friends	Lesson 1	Friendship 1	<ul style="list-style-type: none"> To learn how to develop positive relationships with peers To identify different relationships that they have and why these are important
		Lesson 2	Friendship 2	<ul style="list-style-type: none"> To understand the importance of making friends To identify and respect the differences and similarities between people To develop positive relationships through work and play
Lesson 3		Friendship 3	<ul style="list-style-type: none"> To learn about some similarities and differences between people from different countries and the importance of cross-cultural friendships 	
Unit 4 cont. Family and Friends	Lesson 4	Friendship 4	<ul style="list-style-type: none"> To learn about the importance of sharing as part of friendship and kindness To recognise the difference between right and wrong and what is fair and unfair 	
	Lesson 5	Family 1	<ul style="list-style-type: none"> To learn about the importance of family To recognise that family and friends should care for each other To recognise that there are people who care for and look after them 	
	Lesson 6	Family 2	<ul style="list-style-type: none"> To identify their special people and what makes them special To identify different relationships that they have and why these are important 	



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Key Stage 1 Coverage for Health and Wellbeing

Unit 1 Healthy Lifestyles	Lesson 1	Healthy Eating 1	<ul style="list-style-type: none"> To learn about where vegetables and fruit grow To learn to make simple choices that improve their health and well-being e.g. healthy eating
	Lesson 2	Healthy Eating 2	<ul style="list-style-type: none"> To understand the need for protein as part of a balanced diet To recognise which types of food are healthy
	Lesson 3	Healthy Eating 3	<ul style="list-style-type: none"> To apply their knowledge of healthy eating to plan a menu for a themed party To make positive real-life choices
	Lesson 4	Physical Activity 1	<ul style="list-style-type: none"> To understand the need for physical activity to keep healthy To recognise the benefits of regular exercise and understand the particular benefits of different physical activities for promoting health
	Lesson 5	Physical Activity 2	<ul style="list-style-type: none"> To understand how muscles work To make positive real-life choices
	Lesson 6	Exercise	<ul style="list-style-type: none"> To understand the importance of physical activity and rest as part of a balanced, healthy lifestyle To make positive real-life choices
Unit 2 Hygiene	Lesson 1	Dental Hygiene 1	<ul style="list-style-type: none"> To learn about the importance of effective teeth cleaning and good dental hygiene

Unit 2 cont. Hygiene	Lesson 2	Dental Hygiene 2	<ul style="list-style-type: none"> To learn how to take care of teeth, in addition to brushing To manage basic personal hygiene
	Lesson 3	Dental Hygiene 3	<ul style="list-style-type: none"> To find out which foods are good for us To understand the importance of a healthy lifestyle, including dental hygiene To make simple choices that improve their health and well-being e.g. healthy eating
	Lesson 4	Washing Hands	<ul style="list-style-type: none"> To learn to eradicate germs and the spread of diseases by washing hands To understand how germs spread infections and diseases
	Lesson 5	Keeping Clean	<ul style="list-style-type: none"> To learn about the importance of and reasons for bathing and showering To manage basic personal hygiene
	Lesson 6	Skin	<ul style="list-style-type: none"> To learn about the importance of and reasons for bathing and showering To understand the importance of maintaining personal hygiene
	Unit 3 Changing and Growing	Lesson 1	Similarities and Differences
Lesson 2		The Human Body	<ul style="list-style-type: none"> To learn the names for different parts of the body To recognise similarities and differences based on gender To recognise and respect similarities and differences between people



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Unit 3 cont. Changing and Growing	Lesson 3	Growing Up	<ul style="list-style-type: none"> To learn about the physical changes in their bodies as we grow To understand emotional changes as they grow up
	Lesson 4	Changing Needs	<ul style="list-style-type: none"> To learn about how our needs change and grow as we develop To recognise the simple physical changes to their bodies experienced since birth
	Lesson 5	Responsibility	<ul style="list-style-type: none"> To learn to take responsibility for their own actions To recognise how their behaviour and that of others may influence people both positively and negatively To listen to, reflect on and respect other people's views and feelings
	Lesson 6	Emotions	<ul style="list-style-type: none"> To learn about a range of different feelings and emotions To recognise, name and manage their feelings in a positive way
Unit 4 Emotions	Lesson 1	Happiness	<ul style="list-style-type: none"> To learn about making positive choices and how they can lead to happiness To recognise, name and manage their feelings in a positive way
	Lesson 2	Anger	<ul style="list-style-type: none"> To recognise how their behaviour affects other people To recognise how their behaviour and that of others may influence people both positively and negatively
	Lesson 3	Love	<ul style="list-style-type: none"> To learn about the importance of love To recognise, name and deal with their feelings in a positive way

Unit 4 cont. Emotions	Lesson 4	Sadness	<ul style="list-style-type: none"> To understand and be aware of the different ways to show sadness To understand about coping with change and loss
	Lesson 5	Consequences	<ul style="list-style-type: none"> To understand that all actions have consequences To learn to take responsibility for our actions To recognise how their behaviour affects other people To recognise how their behaviour and that of others may influence people both positively and negatively
	Lesson 6	Aspirations	<ul style="list-style-type: none"> To think about themselves, learn from experiences and recognise what they are good at To recognise choices that they can make and value their achievements To learn how to set simple goals and targets for themselves
Unit 5 Keeping Safe	Lesson 1	Sun Safety	<ul style="list-style-type: none"> To understand the importance of sun safety To know how to keep safe in the sun To recognise and manage risk in everyday activities
	Lesson 2	Road Safety	<ul style="list-style-type: none"> To learn rules for, and ways of, keeping safe, including basic road safety and about people who can help them to stay safe To develop an awareness of the Green Cross Code To demonstrate basic road safety skills
	Lesson 3	Drug Safety	<ul style="list-style-type: none"> To learn about the importance of medicine safety To recognise that some substances can help or harm the body
	Lesson 4	Personal Safety	<ul style="list-style-type: none"> To learn about the difference between secrets and surprises To understand when not to keep adults' secrets To seek help from an appropriate adult when necessary



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Unit 5 cont. Keeping Safe	Lesson 5	Emotional Safety	<ul style="list-style-type: none"> To learn about who to go to for help and advice To recognise that there are people who care for and look after them To know how to keep safe and how and where to get help To recognise and respond to issues of safety relating to themselves and others and how to get help
	Lesson 6	Internet Safety	<ul style="list-style-type: none"> To learn about the importance of using the internet To know how to keep safe and how and where to get help To use strategies to stay safe when using ICT and the internet To know the importance of self-respect and how this links to their own happiness
	Lesson 7	Staying Safe	<ul style="list-style-type: none"> To know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know

Lower Key Stage 2 Coverage of Relationships:

The Dimensions Lower KS2 relationships curriculum covers the areas; communication, collaboration, bullying, similarities and differences and healthy relationships.

Unit 1 Communication	Lesson 1	Clear Messages	<ul style="list-style-type: none"> To recognise that there are many ways to communicate To understand the need to communicate clearly
	Lesson 2	How to Listen	<ul style="list-style-type: none"> To understand why it is important to listen to others
	Lesson 3	Responding to Others	<ul style="list-style-type: none"> To talk about their views on issues that affect themselves and their class
	Lesson 4	Expressing Opinions	<ul style="list-style-type: none"> To know how to communicate their opinions in a group To listen to and show consideration for other people's views
Unit 2 Collaboration	Lesson 1	Working Together 1	<ul style="list-style-type: none"> To work co-operatively, showing fairness and consideration to others
	Lesson 2	Working Together 2	<ul style="list-style-type: none"> To understand why it is important to work collaboratively To take the lead, prioritise actions and work independently and collaboratively towards goals
	Lesson 3	Shared Goals	<ul style="list-style-type: none"> To know how to identify ways to improve the environment To know how to spot problems and find ways of dealing with them



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Unit 3 Bullying	Lesson 1	Reactions	<ul style="list-style-type: none"> To know how to recognise the difference between isolated hostile incidents and bullying To recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying
	Lesson 2	Self-Worth	<ul style="list-style-type: none"> To understand what self-esteem is and why it is important
	Lesson 3	Persistence and Resilience	<ul style="list-style-type: none"> To understand the terms 'resilience' and 'persistence' and why these character traits are important To face new challenges positively and know when to seek help
	Lesson 4	Negative Persistence	<ul style="list-style-type: none"> To know how to recognise bullying behaviour To recognise right and wrong, what is fair and unfair and explain why To understand the nature and consequences of negative behaviours such as bullying, aggressiveness
Unit 4 Similarities and Differences	Lesson 1	Connections	<ul style="list-style-type: none"> To understand how we are all connected by our similarities To recognise and respect similarities and differences between people
	Lesson 2	Family links	<ul style="list-style-type: none"> To know and understand how the make-up of family units can differ To empathise with another viewpoint
	Lesson 3	Religious Views 1	<ul style="list-style-type: none"> To understand and appreciate the range of different cultures and religions represented within school To learn about the need for tolerance for those of different faiths and beliefs
Unit 4 cont. Similarities and Differences	Lesson 4	Religious Views 2	<ul style="list-style-type: none"> To understand the term 'diversity' and appreciate diversity within school To recognise and challenge stereotyping and discrimination
Unit 5 Healthy Relationships	Lesson 1	Friendship 1	<ul style="list-style-type: none"> To know and understand the features of a good friend To understand why it is important to be positive in relationships with others
	Lesson 2	Friendship 2	<ul style="list-style-type: none"> To know how to communicate their opinions in a group setting To work co-operatively, showing fairness and consideration to others
	Lesson 3	Friendship 3	<ul style="list-style-type: none"> To know 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 To know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
	Lesson 4	Friendship 4	<ul style="list-style-type: none"> Know and understand the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties To understand why it is important to be positive in relationships with others



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Lower Key Stage 2 Health and Wellbeing:

Unit 1 Physical, Emotional and Mental	Lesson 1	Physical, Emotional and Mental 1	<ul style="list-style-type: none"> To know and understand the difference between the terms physical, emotional and mental
	Lesson 2	Physical, Emotional and Mental 2	<ul style="list-style-type: none"> To become more self-aware
	Lesson 3	Physical, Emotional and Mental 3	<ul style="list-style-type: none"> To understand why setting goals is important
Unit 2 Healthy Lifestyles	Lesson 1	A Balanced Approach	<ul style="list-style-type: none"> To understand the meaning of the word 'healthy'
	Lesson 2	Physical Exercise	<ul style="list-style-type: none"> To know the recommended guidelines for physical activity and understand the reasons for these
	Lesson 3	Lifestyle Choices	<ul style="list-style-type: none"> To recognise the need to take responsibility for actions To explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle
	Lesson 4	Sleep	<ul style="list-style-type: none"> Know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn

Unit 3 Nutrition and Food	Lesson 1	A Balanced Diet 1	<ul style="list-style-type: none"> To know where different foods come from
	Lesson 2	A Balanced Diet 2	<ul style="list-style-type: none"> To know about and understand the function of different food groups for a balanced diet
	Lesson 3	Working With Food 1	<ul style="list-style-type: none"> To identify the range of jobs carried out by the people they know To reflect on the range of skills needed in different jobs
	Lesson 4	Working With Food 2	<ul style="list-style-type: none"> To learn to prepare and cook a variety of dishes To work co-operatively, showing fairness and consideration to others
Unit 4 Aspirations	Lesson 1	Identified Strengths 1	<ul style="list-style-type: none"> To understand that everyone has different strengths and weaknesses
	Lesson 2	Identified Strengths 2	<ul style="list-style-type: none"> To know how to set realistic targets To self-assess, understanding how this will help their future actions
	Lesson 3	Setting Goals 1	<ul style="list-style-type: none"> To understand how to break down the steps needed to achieve a goal



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Unit 4 cont. Aspirations	Lesson 4	Setting Goals 2	<ul style="list-style-type: none"> To identify and talk about their own and others' strengths and weaknesses and how to improve To reflect on the range of skills needed in different jobs
Unit 5 Emotions	Lesson 1	Loss / Separation 1	<ul style="list-style-type: none"> To listen to and show consideration for other people's views To empathise with another viewpoint
	Lesson 2	Loss / Separation 2	<ul style="list-style-type: none"> To listen to, reflect on and respect other people's views and feelings
	Lesson 3	Loss / Separation 3	<ul style="list-style-type: none"> To develop strategies for managing and controlling strong feelings and emotions
	Lesson 4	Family Changes	<ul style="list-style-type: none"> To understand that family units can be different and can sometimes change
	Lesson 5	Feelings	<ul style="list-style-type: none"> To know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
	Lesson 6	Self-Respect	<ul style="list-style-type: none"> To learn about the importance of self-respect and how this links to their own happiness

Unit 6 Safety	Lesson 1	E-Safety	<ul style="list-style-type: none"> To know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
	Lesson 2	Online Privacy 1	<ul style="list-style-type: none"> To begin to make responsible choices and consider consequences
	Lesson 3	Online Privacy 2	<ul style="list-style-type: none"> To use ICT safely including keeping electronic data secure
	Lesson 4	Online Privacy 3	<ul style="list-style-type: none"> To use ICT safely including using software features and settings To know how information and data is shared and used online
	Lesson 5	Internet Use 1	<ul style="list-style-type: none"> To know that for most people the internet is an integral part of life and has many benefits To know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
	Lesson 6	Internet Use 2	<ul style="list-style-type: none"> To know why social media, some computer games and online gaming, for example, are age restricted To know where and how to report concerns and get support with issues online
Unit 7 Growing and Changing	Lesson 1	Before Puberty	<ul style="list-style-type: none"> To understand that the rate at which we grow differs from person to person To show awareness of changes that take place as they grow



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Unit 7 cont. Growing and	Lesson 2	Visible Changes	<ul style="list-style-type: none"> To know and understand how to look after our teeth To understand what happens when we lose teeth as we grow up and why this happens
Unit 8 First Aid	Lesson 1	How to Help	<ul style="list-style-type: none"> To take responsibility for their own safety and the safety of others and be able to seek help in an emergency
	Lesson 2	Emergency Calls 1	<ul style="list-style-type: none"> To know when and how to make an emergency call
	Lesson 3	Emergency Calls 2	<ul style="list-style-type: none"> To recognise the importance of local organisations in providing for the needs of the local community To behave safely and responsibly in different situations

Upper Key Stage 2 Relationships

The Dimensions Upper KS2 relationships curriculum covers the areas; communication, collaboration, similarities and differences and healthy relationships.

Unit 1 Communication	Lesson 1	Confidentiality	<ul style="list-style-type: none"> To recognise that there are many different ways to communicate To understand the need for confidentiality in certain situations
	Lesson 2	Listening	<ul style="list-style-type: none"> To know and understand the importance of listening to others To understand the role of the listener in any relationship
	Lesson 3	Responding	<ul style="list-style-type: none"> To recognise that there are many ways to communicate To understand the need to both listen and speak when communicating with others
Unit 2 Collaboration	Lesson 1	Teamwork	<ul style="list-style-type: none"> Understand that there are many situations in which collaboration is necessary To understand the need to develop team work skills
	Lesson 2	Shared Goals	<ul style="list-style-type: none"> To recognise that there are many roles within a community To understand the need to collaborate in a group situation
	Lesson 3	Community Spirit	<ul style="list-style-type: none"> To recognise that there are many roles within a community To understand the need to collaborate in a group situation
Unit 3 Similarities and Differences	Lesson 1	Race and Ethnicity	<ul style="list-style-type: none"> To learn about racial discrimination and its impact on societies, past and present



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Unit 3 cont. Similarities and Differences	Lesson 2	Gender Stereotypes	<ul style="list-style-type: none"> To learn about gender discrimination and its impact To challenge stereotyping and discrimination
	Lesson 3	Culture	<ul style="list-style-type: none"> To learn about the importance of family in different cultures To recognise and respect similarities and differences between people
Unit 4 Healthy Relationships	Lesson 1	Physical Contact	<ul style="list-style-type: none"> To know about and understand the importance of touch in a range of contexts To know the difference between appropriate and inappropriate touches
	Lesson 2	Support and Care	<ul style="list-style-type: none"> To know that relationships can change as a result of growing up
	Lesson 3	Marriage	<ul style="list-style-type: none"> To know that marriage (and civil partnership) represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
	Lesson 4	Mental Wellbeing	<ul style="list-style-type: none"> To know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
	Lesson 5	Online Relationships	<ul style="list-style-type: none"> To know 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 To know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met To know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health

Upper Key Stage 2 Health and Wellbeing

Unit 1: Health	Lesson 1	Physical, Emotional and Mental 1	<ul style="list-style-type: none"> To know about the basic synergy between physical, emotional and mental health
	Lesson 2	Physical, Emotional and Mental 2	<ul style="list-style-type: none"> To know about, recognise and understand changes that occur during puberty
	Lesson 3	Healthy lifestyles	<ul style="list-style-type: none"> To understand the importance of making change in adopting a more healthy lifestyle
	Lesson 4	Physical Illness	<ul style="list-style-type: none"> To know how to recognise early signs of illness, such as weight loss, or unexplained changes to the body
	Lesson 5	Healthy Minds	<ul style="list-style-type: none"> To know how and when to seek support including which adults to speak to in school if they are worried about their health To know that it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough
	Lesson 6	Immunisation	<ul style="list-style-type: none"> To know the facts and science relating to allergies, immunisation and vaccination
Unit 2 Nutrition and Food	Lesson 1	Food Choices 1	<ul style="list-style-type: none"> To know about the different food groups and their related importance as part of a balanced diet To develop an awareness of their own dietary needs



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Unit 2 cont. Nutrition and Food	Lesson 2	Food Choices 2	<ul style="list-style-type: none"> To work independently and in groups, taking on different roles and collaborating towards common goals To take responsibility for their physical activity and nutrition in achieving a physically and mentally healthy lifestyle
	Lesson 3	Cooking	<ul style="list-style-type: none"> To know how to cook and apply the principles of nutrition and healthy eating To prepare and cook with a variety of ingredients, using a range of cooking techniques
Unit 3 Aspirations	Lesson 1	Identified Strengths 1	<ul style="list-style-type: none"> To identify and talk about their own and others' strengths and weaknesses and how to improve To self-assess, understanding how this will help their future actions
	Lesson 2	Identified Strengths 2	<ul style="list-style-type: none"> To be able to reflect on past achievements To recognise achievements of others as being worthwhile and important
	Lesson 3	Setting Goals 1	<ul style="list-style-type: none"> To begin to set personal goals
	Lesson 4	Setting Goals 2	<ul style="list-style-type: none"> To identify the skills they need to develop to make their contribution in the working world in the future To make connections between their learning, the world of work and their future economic wellbeing
Unit 4 Emotions	Lesson 1	Death and Grief 1	<ul style="list-style-type: none"> To develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures To manage changing emotions and recognise how they can impact on relationships
Unit 4 cont. Emotions	Lesson 2	Death and Grief 2	<ul style="list-style-type: none"> To know about and understand the cyclic nature of life and how death is an inevitable part of this cycle
	Lesson 3	Managing Conflict	<ul style="list-style-type: none"> To understand the need for empathy when peers are experiencing conflict at home
Unit 5 Safety	Lesson 1	Drugs	<ul style="list-style-type: none"> To take action based on responsible choices To identify the different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of substances can have on individuals, their families and friends To make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs
	Lesson 2	Alcohol	<ul style="list-style-type: none"> To take action based on responsible choices To identify the different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of substances can have on individuals, their families and friends To make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs
	Lesson 3	Tobacco	<ul style="list-style-type: none"> To take action based on responsible choices To identify the different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of substances can have on individuals, their families and friends To make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs
	Lesson 4	Substance Abuse	<ul style="list-style-type: none"> To take action based on responsible choices To identify the different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of substances can have on individuals, their families and friends To make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs
Unit 5 cont. Safety	Lesson 5	Basic First-Aid	<ul style="list-style-type: none"> To know concepts of basic first-aid, for example dealing with common injuries, including head injuries
	Lesson 6	Internet Safety	<ul style="list-style-type: none"> To know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted



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Discrete lesson additional unit overview:

3D PSHE Extremism and Radicalisation – Key Stage 1 Coverage

Lesson 1	Fact and Opinion	<ul style="list-style-type: none"> • Understand the meaning and differences between 'fact' and 'opinion' • Learn that beliefs are kinds of opinions that should be accepted, but not necessarily adopted • Recognise and know how to deal with situations involving peer pressure • Recognise and respect similarities and differences between people
Lesson 2	Right or Wrong	<ul style="list-style-type: none"> • Recognise the difference between 'fact' and 'opinion' • Recognise and know how to deal with situations involving confrontation • Recognise and respect similarities and differences between people
Lesson 3	Valuing Differences	<ul style="list-style-type: none"> • Understand the meanings of 'same' and 'different' • Recognise ways in which they are connected to each other • Understand that difference is a positive feature • Identify and respect similarities and differences between people

3D PSHE Extremism and Radicalisation – Key Stage 2 Coverage

Lesson 1	Building Courage and Resistance	<ul style="list-style-type: none"> • Understand the meaning and importance of resilience and courage • Recognise and know how to deal with situations involving peer pressure
Lesson 2	Extreme Reactions	<ul style="list-style-type: none"> • Recognise the features of extremism • Identify why and how people are recruited into extremist activity • Identify some of the stereotypes relevant to extremism • Understand how extremism can lead to harm
Lesson 3	Minority Groups	<ul style="list-style-type: none"> • Recognise individuality and celebrate differences • Identify and challenge stereotypes, including LGBT and other minority groups
Lesson 4	Vulnerability	<ul style="list-style-type: none"> • Recognise extremism and radicalisation • Identify why and how people are recruited into radicalised activity • Identify some of the stereotypes relevant to radicalisation • Identify the risks faced in relation to extremist activity • Understand how they can lead to harm
Lesson 5	Terrorism	<ul style="list-style-type: none"> • Recognise extremism and radicalisation • Identify why and how people are recruited into radicalised activity • Identify some of the stereotypes relevant to extremism • Identify the risks faced in relation to extremist activity • Understand how they can lead to harm

Health and Wellbeing

3D PSHE Safe Zone Coverage Matrix KS1 Year 1 Cannot find these anywhere on Teams

Lesson 1	Copyright and Ownership	<ul style="list-style-type: none"> • I can explain why work I create using technology belongs to me (e.g 'It's my idea' or 'I designed it') • I can save my work so that others know it belongs to me (e.g. filename, name or content).
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Lesson 2	Self-Image and Identity	<ul style="list-style-type: none"> I can recognise that there are many people online who could make me feel sad, embarrassed and upset. If something happens that makes me feel sad, embarrassed or upset, worried, uncomfortable or frightened I can give examples of when and how I can speak to an adult I trust.
Lesson 3	Managing online information	<ul style="list-style-type: none"> I can use the internet to find things out. I can use simple keywords in search engines. I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable, worried or frightened.
Lesson 4	Privacy and Security	<ul style="list-style-type: none"> I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's name, where I go to school). I can explain why I should always ask a trusted adult before I share any information about myself online. I can explain how passwords can be used to protect information and devices.

3D PSHE Safe Zone Coverage Matrix KS1 Year 2

Lesson 1	Self-Image and Identity	<ul style="list-style-type: none"> I can explain how other people's identity online can be different to their identity in real life. I can describe ways in which people might make themselves look different online. I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened. I can give examples of how I might get help.
Lesson 2	Online Relationships	<ul style="list-style-type: none"> I can use the internet to communicate with people I don't know well (e.g. email a pen pal in another school/country). I can give examples of how I might use technology to communicate with others I don't know well.
Lesson 3	Online Reputation	<ul style="list-style-type: none"> I can explain how information put online about me can last for a long time. I know who to talk to if I think someone has made a mistake about putting something online.
Lesson 4	Online Bullying	<ul style="list-style-type: none"> I can give examples of bullying behaviour and how it could look online. I understand how bullying can make someone feel. I can talk about how someone can/would get help about being bullied online or offline.
Lesson 5	Managing Online Information	<ul style="list-style-type: none"> I can use keywords in search engines. I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons, links, tabs and sections).



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		<ul style="list-style-type: none"> I can explain what voice activated searching is and how it might be used (e.g. Alexa, Siri, Google Now).
Lesson 6	Copyright and Ownership	<ul style="list-style-type: none"> I can describe why other people's work belongs to them. I can recognise that content on the internet may belong to other people.
Lesson 7	Privacy and Security	<ul style="list-style-type: none"> I can explain what passwords are and can use passwords or my account and devices. I can explain how many devices in my home could be connected to the internet and can list some of those devices.

3D PSHE Substance Abuse Additional Units KS2

Lesson 1	Keeping Safe	<ul style="list-style-type: none"> Understand why it is important to focus on keeping healthy and take appropriate action by making healthy choices
Lesson 2	Taking Risks	<ul style="list-style-type: none"> Understand the term 'risk' and how it links to consequence
Lesson 3	Taking Drugs	<ul style="list-style-type: none"> Understand the term 'addiction' and know some of the different forms it can take Recognise the link between choice and consequence
Lesson 4	Drug Awareness	<ul style="list-style-type: none"> Become familiar with the names of the most common drugs
Lesson 5	Substance Abuse	<ul style="list-style-type: none"> Understand how advertising influences our choices

Relationships and Sex Education

We teach sex education in the summer term. During these sessions we may invite pupils from earlier year groups who show early signs of puberty to join in if we feel this is appropriate. If we do not feel it is appropriate for a child to take part then we will discuss this with the parent or carer.

Biological aspects of RSE are taught within the science curriculum. Year 6 pupils also receive stand-alone sex education taught through the 3D Dimensions.

Elements of the sex education in the science curriculum are assessed formally. Evaluation of the RSE programme outside the science order is conducted using a variety of informal activities which have been built into the programme. Teachers are required to keep their own personal evaluations which are used by the coordinator to inform future planning.



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3D PSHE Relationships and Sex Education Additional Units KS2

<u>Lesson 1</u>	Forming Relationships	<ul style="list-style-type: none"> • Know how and understand why close relationships are formed, especially during adolescence. • Understand why friendship is important in the establishment of close relationships
<u>Lesson 2</u>	Sexual Relationships	<ul style="list-style-type: none"> • Know about and understand the physical, mental and emotional changes that take place during puberty • Learn about sex (and bust some myths!)
<u>Lesson 3</u>	Healthy Relationships	<ul style="list-style-type: none"> • Understand why friendship is important in the establishment of close relationships • Know the features of a healthy relation
<u>Lesson 4</u>	Unhealthy Relationships	<ul style="list-style-type: none"> • Understand what an unhealthy relationship is and know how to deal with relationship issues.
<u>Lesson 5</u>	Gender Issues Relationships	<ul style="list-style-type: none"> • Know about gender identities and have an awareness of transgender issues • Understand the difference between being transgender and transvestite

Why do we feel it is important to teach Sex Education at Sutton CE

We feel that it is essential to teach our children Sex Education in Year 5 and 6 due to the following reasons:

- More than ever, children are exposed to representations of sex and sexuality through media/social media and the social culture around them, so we need to present a balanced view of RSE at Sutton CE to help our children to be discerning and stay safe.
- Research shows that effective RSE delays first sexual experiences and reduces risk-taking.
- Surveys of children and young people, as well as Ofsted, have repeatedly told us that RSE tends to be too little, too late and too biological.
- Some of our children are extremely vulnerable with a spectrum of additional Special Educational Needs.
- Our children often require overlearning to understand information fully, therefore if we start Sex Education early they have opportunities to revisit the content at Secondary rather than learning it for the first time.
- By Year 5 and 6 we have formed trustworthy, positive and close relationships with the children at Sutton CE so RSE is delivered in a safe and secure environment for them.



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- Children, particularly children with ASD (girls especially) start puberty and periods at an earlier than average age.

Other Specific Issues within RSE

Withdrawal

Parents/Carers cannot withdraw their children from the statutory National Curriculum relationships education and health and well-being lessons. This content will be taught in our weekly PSHE sessions. However, they have the right to withdraw their children from all or part of the sex and relationships education provided at school.

Those parents/carers wishing to exercise this right are invited to discuss this with the Head teacher or PSHE Lead who will explore any concerns and discuss any impact that withdrawal may have on the child. A record will be kept of these discussions. If a child is withdrawn they will be provided with alternative work for the duration of the lessons - they should not be removed from school. Consideration will be given on how to protect a pupil from the possible reaction of their peers to this withdrawal. Once a child has been withdrawn they cannot take part in the RSE programme until the request for withdrawal has been removed. A letter to parents is sent before the start of the topic.

Confidentiality

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named child Designated Safeguarding Lead (DSL) or deputy Designated Safeguarding Lead (DDSL), the Head teacher before any decision is made.

RSE will take place in a secure and supportive environment; however, the children will be made aware that teachers cannot offer unconditional confidentiality. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

All staff involved in the delivery and support of SRE should be alert to the signs of abuse or neglect or exploitation. The schools have a separate Child protection and safeguarding statement accessible on the website and as hard copies in the school office. Effective SRE may bring about disclosures of child protection issues and staff are aware of protocol for reporting their concerns.

Aims and Objectives

We will:

- Provide a secure, sensitive and caring framework where learning and discussion can take place.
- Provide information which is easy to understand, relevant and appropriate for the needs, age and maturity of the pupils.



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- Encourage the use of correct vocabulary.
- Foster self-worth and awareness, together with a sense of moral responsibility.
- Help pupils to acquire and practise important life skills such as critical thinking, decision making, communication and assertiveness.
- Ensure that RSE is available to all children regardless of gender, ability, cultural or religious background to ensure equal opportunities for all.
- Help children to develop the confidence, self-esteem and self-assurance to value themselves and others.
- Help children to understand and recognise that there is a range of families and relationships that are all equally valuable.
- Teach children to name body parts and describe how their bodies work.
- Teach children to use the internet and social media with care and to be aware of how to keep themselves safe.

Controversial and Sensitive Issues

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

Dealing with Questions

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead or Deputy Safeguarding Lead (DSL/DDSL) if they are concerned.

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will avoid any negative impressions. Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those asked at other times. All questions will be handled sensitively and set within a general context. Questions which teachers feel uncertain about answering will be discussed with the head teacher, and where appropriate, answered at a later date. Consideration will be given to religious and cultural factors and to parents' wishes. If such a situation occurs, parents will be informed and consulted.

Use of Resources

We will ensure that we consult with parents, and provide examples of the resources to be used. We believe that this will be reassuring for parents and enable them to continue the conversations started in class at home.



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Language and terminology

Children will be introduced, at appropriate stages, to the correct terminology in RSE. It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will be used at all times for teaching.

Sexual Identity and Sexual Orientation

Sutton CE Primary School believes that RSE should meet the needs of all pupils regardless of their developing sexuality (LGBT) and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents on this issue, to reassure them of the content and context.

CPD

Sutton CE Primary School believes in the importance of training for staff delivering RSE. Staff are encouraged to access appropriate training and support to help them deliver effective RSE if they feel they require it.

The Headteacher or SLT invite visitors from outside the school, such as school nurses, first aiders and sexual health professionals to provide support and training to staff teaching RSE.

Review of Policy

This policy will be reviewed by the PSHE Lead annually. At every review the policy will be ratified by the governing body.