



## Simonside Primary School

### Relationships and Sex Education Policy

#### Introduction

At Simonside Primary School we believe that Relationships and Sex Education (RSE) is an integral part of Personal, Social, Health and Citizenship Education (PSHCE) and Science. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere. The programme is set within a moral framework and matched to the pupils' level of maturity. We view the partnership of home and school as vital in providing security for children to express their thoughts and feelings about relationships as they develop. This policy reflects the requirements of the DfE Statutory Guidance (2019).

#### 1. Aims

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

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- To understand the consequences of their actions and behave responsibly within relationships
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support
- To understand the role the media plays in forming attitudes

These aims are underpinned by our **Curriculum Drivers**:

1. **Rights of the Child.** We are a rights respecting school. Children are taught their rights specific to the following Articles (taken from UNICEF articles) related to relationships and sex education:

- **Article 2** The right to protection against discrimination.
- **Article 12** The right to an opinion, to be listened and to and taken seriously.
- **Article 13** The right to find things out and say what you think unless it breaks the rights of others.
- **Article 16** The right to a private life.

- **Article 29** The right to education which tries to develop your personality and abilities as much as possible and encourages respect for other people’s rights and values.
- **Article 34** The right to be protected from sexual abuse.

2. **Emotional Intelligence.** Through the curriculum, children are taught the emotional awareness needed to support good mental health and well-being.
3. **Knowledge and understanding of the world.** 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 well-being, health and relationships and to build their self-efficacy. 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.

## 2. 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](#).

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

We also follow the non-statutory guidance set out in the [Equality Act 2010](#).

At Simonside Primary School we teach RSE as set out in this policy.

## 3. Policy development

This policy has been developed in consultation with governors, staff and parents. The consultation and policy development process involved the following steps:

1. Review – The DHT and Chair of Governors collated all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to read the draft policy, put forward questions and queries for clarification and give feedback for changes/additions
4. Ratification – once amendments were made, the policy was shared with governors and ratified by the full Governing Body

#### 4. Definition

RSE is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. RSE, within PHSCE, aims to give children and young people essential skills for building positive, enjoyable respectful and non-exploitative relationships and the skills to keep safe both on and off line. It enables pupils to explore their own and other's attitudes and values and builds their self-esteem and confidence to view their own sexuality positively. RSE is not about the promotion of sexual activity.

#### 5. Curriculum

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

[See Appendix 2 for what children should know within each area]

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers). Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances.

#### Pedagogy

1. Children will be taught RSE from a variety of professionals. For the most part, RSE will be taught by class teachers. Assemblies led by senior leaders and key stage staff are also used to explore and reflect on key aspects of the RSE curriculum. Faith leaders may be invited into school to deliver assemblies and lead class workshops. Health care professionals undertake the teaching of a variety of workshops from hand washing in EYFS to puberty and sex education in Years 5 and 6. Outside agencies are often used to facilitate workshops e.g. ChildLine, British Red Cross and Operation Encompass. The ICT consultant leads lessons and parent sessions on online safety. All visitors to school involved with teaching RSE should be familiar with the content of this policy.
2. At times it will be appropriate to teach RSE in single sex groups e.g. Year 5 and 6 sessions on puberty and sex education.
3. Best practice in curriculum planning is to take a **spiral approach**, which gradually revisits and reintroduces topics at a deeper and more complex level at each key stage or year group, whilst rehearsing, emphasising and embedding the essential skills and attributes young people need to manage their lives, both now and in the future. Relationships education starts with pupils

being taught about what a relationship is, what friendship is, what family means and who can support them. From the beginning of KS1, building on Early Years 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 contact – these are the forerunners of teaching about consent (which takes place at secondary school).

4. 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.
5. From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young people 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.
6. The principles of positive relationships also apply online especially as, by the end of primary school, many children will 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 business and how sites may use information provided by users in ways they might not expect.
7. A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes 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 opportunities for young people to undertake social action, active citizenship and voluntary service to others locally and more widely. For example, children take on community warden training, visit residents of a care home and take part in national and international campaigns for justice and fairness.
8. Relationships education creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.
9. Through RSE, pupils will be taught the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This will 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 is important to balance teaching children about making sensible decisions to stay safe 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 children.

10. We teach RSE through different aspects of the curriculum: PHSCE, Science, R.E., P.E., Computing and Literacy. Across the school we also use assemblies, visitors (e.g. school nurse, ChildLine, faith leaders in the community) and daily teaching on the Golden Rules (Listen and Learn, Show Respect, Be Kind) to support teaching and learning in RSE. Linked with R.E. children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.
11. SEAL units are used as a resource in every year group and cover the statutory Relationships Education objectives [see Appendix 2]. Appendix 1 shows how the teaching of RSE is integrated into the wider PHSCE curriculum.
12. Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

### **Links with EYFS curriculum**

Right from their earliest days in our school, children learn how to make positive relationships with staff and other children. They are taught to be respectful and sensitive of others feelings.

By the end of the Early Years Foundation Stage children will have learned to:

- Show sensitivity to others' needs and feelings. (Personal, social and emotional development)
- Form positive relationships with adults and other children. (Personal, social and emotional development)
- Understand the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. (Physical development)
- Know about similarities and differences in relation to living things. (Understanding the World)
- Looks closely at similarities, differences, patterns and change. (Understanding the World)
- They know that other children don't always enjoy the same things, and are sensitive to this. (Understanding the World)

### **Links with Science Curriculum**

In EYFS children learn about how humans and animals grow, develop and change over time. Through on-going personal, social and emotional development they develop the skills to form relationships and think about relationships with others.

All subjects in our curriculum at Simonside Primary School are underpinned by key concepts which are taught through a range of topics in every year group, thus providing breadth and depth. The key concept linked to RSE for Science is 'Understand animals and humans'. This concept involves becoming familiar with different types of animals, humans and the life processes they share.

In Key Stage 1 children learn to:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults.
- Investigate and describe the basic needs of animals, including humans, for survival (water, food and air).
- Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.

In Key Stage 2 children learn to:

- Describe the changes as humans develop to old age.
- Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.

In Year 5 and Year 6 we place a particular emphasis on changes to humans as they develop and on the life process of reproduction as many children experience puberty at this age. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. We encourage the children to ask for help if they need it and there are opportunities for single sex question sessions. Teachers/health care professionals do their best to answer all questions with sensitivity and care. By the end of Key Stage 2 we ensure that both boys and girls know how babies are conceived and born, how their bodies change during puberty, what menstruation is and how it affects women. We always teach these with due regard for the emotional development of the children and notify parents/carers beforehand. Teaching staff will always be available beforehand to discuss any issues of concern or queries with parents/carers. **Appendix 3 shows the overlap between statutory and non-statutory teaching regarding sex education.**

We have developed the curriculum in consultation with parents, governors 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 and then contact the respective parents to agree a response.

## **6. Roles and responsibilities**

### **6.1 The governing body**

The governing body will approve the RSE policy and staff will keep the governing body up to date with any issues arising from its implementation. Representatives of the governing body will be involved in any subsequent review process.

### **6.2 The Head teacher**

The Head teacher is responsible for ensuring that RSE is taught consistently across the school and for managing requests to withdraw pupils from the non-statutory components of RSE (see section 9).

### **6.3 Staff**

Teaching 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 Head teacher or PHSCE Co-ordinator.

### **6.4 Pupils**

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

## **7. Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Head teacher will also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching RSE.

## **8. Monitoring arrangements**

The delivery of RSE is monitored by the PSHCE co-ordinator through work scrutinies, learning walks and lesson observations.

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

## **9. Inclusion**

We are committed to ensuring that the full RSE curriculum is accessible to pupils of both genders and different faith and abilities, and that special arrangements will be made for children with specific individual needs wherever necessary. We also understand that parents have the right to withdraw

their children from RSE lessons but not from anything within the statutory science curriculum. As a result of this we will inform parents when the sex education element of RSE lessons are to be taught. Anybody wishing to withdraw a child must contact the Head teacher and inform her of this request.

#### **10. Pupils with SEND**

As far as is appropriate, pupils with special educational needs should follow the same PSHE education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants work with individual pupils where required, and if appropriate.

It is not the school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects; these aspects of personal and social development are as important to all pupils as their academic achievement.

#### **11. Answering Difficult Questions**

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 a different opinion.




Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupils 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 if they are concerned.





**Review date: April 2020**







**Appendix 1: PHSE Curriculum Framework – Whole school overview** *This curriculum map demonstrates the deeply integrated nature of RSE within PHSCE education; within all the core themes of the Programme of Study, especially ‘Relationships’ and ‘Health and well-being’. While there are explicit learning opportunities focusing on relationships and sex education, many of the other topics in the ‘Health and wellbeing’ and ‘Living in the wider world’ core themes overlap and provide implicit learning opportunities to develop and deepen understanding about relationships.*




*The star symbol represents topics within all three core themes that explicitly cover content within relationships and sex education.*

Term	Autumn			Spring			Summer			Resources for teaching/links with other subject areas
Core Theme	HEALTH AND WELLBEING			RELATIONSHIPS			LIVING IN THE WIDER WORLD			
Topics	Healthy Lifestyles	Growing and Changing	Keeping Safe	Feelings and emotions	Healthy relationships	Valuing difference	Rights and responsibilities	Environment	Money	
Year 1	What helps keep bodies healthy; hygiene routines	Recognising what they are good at; setting goals. Change and loss and how feels	Keeping safe around household products; how to ask for help if worried about something	Recognising feelings in self and others; sharing feelings	Secrets and keeping safe; special people in their lives 	Respecting similarities and differences in others; sharing views and ideas 	Group and class rules; everybody is unique in some ways and the same in others 	Looking after the local environment	Where money comes from; how to use money – saving and spending money	<i>SEAL UNITS: New Beginnings Getting on and falling out Say no to bullying Going for goals Good to be me Relationships Changes</i>

Year 2	Healthy choices; different feelings; managing feelings	Recognising what they are good at; setting goals.  Growing; changing and being more independent; correct names of body parts (including external genitalia)	Keeping safe in different situations; how to ask for help if they are worried about something; privacy in different contexts.	Behaviour; bodies and feelings can be hurt.  	Listening to others and playing cooperatively; appropriate and inappropriate touch; teasing and bullying.  	Respecting similarities and differences in others; sharing views and ideas.  	Group and class rules; respecting their own and others' needs; groups and communities they belong to; people who work in the community; getting help in an emergency.	Looking after the local environment	Where money comes from; saving and spending money; making choices; keeping track of money spent/saved.	<i>SEAL UNITS: New Beginnings Getting on and falling out Say no to bullying Going for goals Good to be me Relationships Changes</i>
Year 3	What makes a balanced diet; opportunities for making own choices with food; what influences their food choices; habits.	Recognising what they are good at; setting goals. Describing feelings; conflicting feelings and how to manage feelings.	School rules on health and safety; basic emergency aid; people who help them stay healthy and safe.	Recognising feelings in others; responding to how others are feeling	Positive, healthy relationships and friendships; maintaining friendship; actions affect ourselves and others; working collaboratively.  	Recognising and responding to bullying	Discuss and debate health and wellbeing issues. Being a part of the community and who works in the community	Responsibilities; rights and duties	Enterprise; what it means; developing skills in enterprise  (Cross year-group project with Year 6)	<i>SEAL UNITS: New Beginnings Getting on and falling out Say no to bullying Going for goals Good to be me Relationships Changes</i>

Year 4	What makes a balanced lifestyle and making choices; drugs common to everyday life; hygiene and germs	Recognising what they are good at; setting goals. Describing feelings; conflicting feelings and how to manage them 	School rules on health and safety; basic emergency aid; people who help them stay healthy and safe.	Keeping something confidential or secret; when to break a confidence; recognise and manage dares.	Acceptable and unacceptable physical contact; solving disputes and conflicts amongst peers 	Listen and respond effectively to people; share points of view	Discuss and debate health and well-being issues. Appreciating difference and diversity in the UK and around the world	Sustainability of the environment across the world	Role of money; managing money (saving and budgeting); what is meant by interest and loan	<p><i>SEAL UNITS:</i>  <i>New Beginnings</i>  <i>Getting on and falling out</i>  <i>Say no to bullying</i>  <i>Going for goals</i>  <i>Good to be me</i>  <i>Relationships</i>  <i>Changes</i></p> <p><i>Literacy themes in Gregory Cool, Bills New Frock, Wonder (Respectful relationships)</i>  <i>Digital Literacy (Online relationships)</i>  <i>Computing unit on e-safety (Online relationships)</i>  <i>Operation Encompass workshop (Being safe)</i>  <i>School nurse talk on relationships (Being safe)</i></p>
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Year 5	What positively and negatively affects health and well-being; making informed choices	Recognising what they are good at; setting goals; aspirations. Intensity of feelings; managing complex feelings. Coping with change and transition; bereavement and grief. 	Strategies for managing personal safety in the local environment; online safety including sharing images; mobile phone safety.	Responding to feelings in others	Actions have consequences of actions; working collaboratively; negotiation and compromise; giving feedback	Listening to others; raise concerns or challenge	Discuss and debate health and wellbeing issues. Rules and laws; changing rules and laws; anti-social behaviour; respecting and resolving difference	Different rights; responsibilities and duties 	Importance of finance in people's lives; being a critical consumer; looking after money; interest; loan; debt management of money; tax	<p><i>SEAL UNITS:</i></p> <p><i>New Beginnings</i></p> <p><i>Getting on and falling out</i></p> <p><i>Say no to bullying</i></p> <p><i>Going for goals</i></p> <p><i>Good to be me</i></p> <p><i>Relationships</i></p> <p><i>Changes</i></p> <p><i>RE – Places of worship &amp; Importance of worship (Families &amp; people who care for me, Respectful relationships)</i></p> <p><i>School Nurse Talk on relationships (Families &amp; people who care for me)</i></p> <p><i>Anti-bullying week (Respectful relationships)</i></p> <p><i>Internet Safety Day (Respectful relationships, Online relationships, Being safe)</i></p> <p><i>Computing topic on e-safety (Online relationships, Being safe)</i></p>
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Year 6	Images in the media and reality; how this can affect how people feel; risks and effects of drugs	Recognising what they are good at; setting goals; aspirations. Changes at puberty; human reproduction; roles and responsibilities of parents	Independence; increased responsibility; keeping safe; influences on behaviour; resisting pressure; rights to protect their body and speaking out (including against FGM); who is responsible for their health and safety; where to get help and advice  	Confidentiality and when to break a confidence; managing dares.	Different types of relationships; positive and healthy relationships; recognising when a relationship is unhealthy (including forced marriage); committed loving relationships; marriage.    Acceptable and unacceptable physical touch; personal boundaries and the right to privacy.  	Listening to others' raise concerns and challenge. What makes people the same or different; recognising and challenging stereotypes; discrimination and bullying  	Discuss and debate health and wellbeing issues. Human rights; the rights of child; cultural practices and British law. Being part of a community; groups that support communities. Being critical of what is in the media and what they forward to others	How resources are allocated; effect of this on individuals; communities and environment	Enterprise; setting up an enterprise (Cross year-group project with year 3)	<i>SEAL UNITS:</i> <i>New Beginnings</i> <i>Getting on &amp; falling out. Say no to bullying</i> <i>Going for goals</i> <i>Good to be me</i> <i>Relationships</i> <i>Changes</i> <i>Literacy Class novel 'Holes' (Families &amp; people who care for me, Being safe)</i> <i>History – WW2 topic (Respectful relationships)</i> <i>History/Literacy – Victorians/Class novel 'Street Child' (Families &amp; people who care for me)</i> <i>Street Warden Project (Respectful relationships)</i> <i>Computing – E-Safety day, topic lessons (Online relationships, Being safe) Computing – Blogging (Online relationships)</i> <i>ChildLine assembly and workshop (Being Safe)</i>
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**Appendix 2: By the end of primary school pupils should know**

TOPIC	PUPILS SHOULD KNOW
<p>Families and people who care about me</p> <p>SEAL Units: Relationships</p>	<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>

TOPIC	PUPILS SHOULD KNOW
<p>Caring friendships</p> <p>SEAL Units: Getting on and falling out Good to be me Relationships Say no to Bullying Changes</p>	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>

TOPIC	PUPILS SHOULD KNOW
<p>Respectful relationships</p> <p>SEAL Units: Getting on and falling out Good to be me Relationships Say no to bullying</p>	<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>
<p>Online relationships</p> <p>SEAL Units: Getting on and falling out Good to be me Relationships Say no to bullying</p>	<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
<p>Being safe</p> <p>SEAL Unit: Getting on and falling out Good to be me Relationships Say no to bullying</p>	<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: Sex Education Curriculum Map (Some aspects of this are statutory science. Aspects highlighted in red are non-statutory and parents/carers may wish to withdraw their children from these.)**

YEAR GROUP	TOPIC/THEME DETAILS	VOCABULARY
YEAR 5	Basic body changes during puberty and how to be hygienic (Health Care Professional delivers this teaching).	Puberty, sweat, hormones, testosterone, oestrogen, breasts, penis, pubic hair, acne, moods, physical changes, emotional changes, erection, underarm hair, semen, sexual feelings, privacy, human rights, protection, Female Genital Mutilation

YEAR GROUP	TOPIC/THEME DETAILS	VOCABULARY
YEAR 6	Puberty and <b>how a baby is conceived and born</b> : Menstruation, identify and name reproductive organs, <b>ejaculation, reproduction, conception and birth</b> . (Health Care Professional delivers this teaching)	Vagina, womb, <b>conception, fertilisation, pregnancy, sexual intercourse</b> , relationship, friendship, love, consent, tampon, sanitary towel, erection, <b>intimacy</b> , privacy, human rights, protection, Female Genital Mutilation, penis, sperm, egg, <b>ejaculation, wet dream</b> , period, menstruation, ovary, sanitary, tampon, scrotum, foreskin.