



# SAWLEY INFANT & NURSERY SCHOOL

Personal, Social, Health & Economic Education (PSHE)

## Relationships & Sex Education (SRE)

### Policy Statement 2020-2021



#### What is SRE?

SRE is part of the PSHE curriculum. PSHE stands for Personal, Social, Health and Economic education. It is an important part of the school curriculum that aims to teach children the knowledge and skills that they need to stay safe, happy and healthy, while preparing them for their life ahead.

In addition, some aspects of the RSE programme will be covered through:

- Science curriculum
- Computing
- Circle times
- Assemblies
- Stories
- PE in the context of health and hygiene

As a school, staff are aware and understand that some parts of the PSHE and Citizenship curriculum involve exploring sensitive or controversial issues. That's why all adults involved in delivering PSHE and Citizenship education will make every effort to establish a supportive and positive environment for learning.

Children will be given opportunities to ask any questions they may have and adults in the class will set aside time to explore any questions or issues that are raised in the course of the lesson.

Sex and Relationship Education is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

- Department for Education, July 2020

#### The teaching programme for Sex and Relationship Education: Legal requirements

From September 2020 all secondary schools will be required to deliver RSE, and all primary schools will be required to deliver 'relationships education'. The government have also committed to statutory health education, meaning the majority of personal, social, health and economic (PSHE) education will be compulsory from 2020.

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 and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

- Department for Education, July 2020

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education. The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.

- Department for Education, July 2020

## **Safeguarding**

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the Head Teacher /Designated Child Protection person in line with the LEA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

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, they talk to the named member of staff responsible for Safeguarding, who may confer with the headteacher before any decision is made. 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.

## **Why is SRE taught?**

Teaching about body parts and genitalia is a very sensitive topic. It is often one feared by teachers but using the Twinkl scheme of work, teachers can confidently address this statutory objective with their KS1 class. Year 1 and Year 2 pupils need to be able to name the main parts of the body, including external genitalia (e.g. vulva, vagina, penis, testicles) and should be reassured that these are the proper, scientific names that it's OK to learn and use. Addressing this topic with children in KS1 supports their learning about their growing and changing bodies as they grow up and will help them feel more comfortable talking about the changes their bodies go through when they are older.

It is important for all children to know and be comfortable using the correct (scientific) names for parts of the body, including external genitalia for child protection and medical reasons. If a child needed to talk about a health concern or something that had happened to them, they would need to be able to describe accurately which part of their body was affected. It is also important that all children learn to use the names for parts of the body when they are young to avoid awkwardness and embarrassment when they learn about their changing bodies in KS2. If children are already comfortable with the terminology in KS1, they can more comfortably discuss puberty when they are older.

## Curriculum

- **Intent**

At Sawley Infant & Nursery School we use the Twinkl Life PSHE scheme of work. Twinkl Life provides a comprehensive KS1 PSHE education spanning year one and year two, which enables a comprehensive and consistent whole school programme to be taught. All Twinkl Life PSHE education planning and resources have been produced to be fully in line with the learning outcomes and core themes outlined in the PSHE Programme of Study that is widely used by schools in England. This programme of study is recommended and referred to be the Department of Education in all key documentation relating to PSHE education in schools. The Twinkl Life scheme of work meets the guidance of the new 2020 statutory relationships and health and wellbeing curriculum.

### Aims & Objectives: Learning Outcomes & Core Themes:

Our resources for PSHE and Citizenship have been produced so that they are fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association **Programme of Study** which is widely used by schools in England and is recommended and referred to by the DfE in all key documentation relating to PSHE provision in schools. The PSHE Association Programme of Study is based on three core themes within which there is broad overlap and flexibility.

Health and Wellbeing

Relationships

Living in the Wider World

SRE is covered within health and well-being & the relationships themes as well as within e-safety. See Appendix 1.

Health and Wellbeing KS1	
H1. about what keeping healthy means; different ways to keep healthy	H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)
H2. about foods that support good health and the risks of eating too much sugar	H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good
H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday	H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
H4. about why sleep is important and different ways to rest and relax	H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better
H5. simple hygiene routines that can stop germs from spreading	H21. to recognise what makes them special
H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy	H22. to recognise the ways in which we are all unique
H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health	H23. to identify what they are good at, what they like and dislike
H8. how to keep safe in the sun and protect skin from sun damage	H24. how to manage when finding things difficult
H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV	H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)
H10. about the people who help us to stay physically healthy	H26. about growing and changing from young to old and how people's needs change
H11. about different feelings that humans can experience	H27. about preparing to move to a new class/year group
H12. how to recognise and name different feelings	H28. about rules and age restrictions that keep us safe
H13. how feelings can affect people's bodies and how they behave	H29. to recognise risk in simple everyday situations and what action to take to minimise harm
H14. how to recognise what others might be feeling	H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)
H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things	H31. that household products (including medicines) can be harmful if not used correctly
H16. about ways of sharing feelings; a range of words to describe feelings	H35. about what to do if there is an accident and someone is hurt
H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely	H36. how to get help in an emergency (how to dial 999 and what to say)
H33. about the people whose job it is to help keep us safe	H37. about things that people can put into their body or on their skin; how these can affect how people feel
H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them	

## Relationships KS1

R1. About the roles different people (e.g. acquaintances, friends and relatives) play in our lives	R14. That sometimes people may behave differently online, including by pretending to be someone they are not
R2. To identify the people who love and care for them and what they do to help them feel cared for	R15. How to respond safely to adults they don't know
R3. About different types of families including those that may be different to their own	R16. About how to respond if physical contact makes them feel uncomfortable or unsafe
R4. To identify common features of family life	R17. About knowing there are situations when they should ask for permission and also when their permission should be sought
R5. That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried	R18. About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)
R6. About how people make friends and what makes a good friendship	R19. Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe
R7. About how to recognise when they or someone else feels lonely and what to do	R20. What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard
R8. Simple strategies to resolve arguments between friends positively	R21. About what is kind and unkind behaviour, and how this can affect others
R9. How to ask for help if a friendship is making them feel unhappy	R22. About how to treat themselves and others with respect; how to be polite and courteous
R10. That bodies and feelings can be hurt by words and actions; that people can say hurtful things online	R23. To recognise the ways in which they are the same and different to others
R11. About how people may feel if they experience hurtful behaviour or bullying	R24. How to listen to other people and play and work cooperatively
R12. That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult	R25. How to talk about and share their opinions on things that matter to them
R13. To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private	

- **Implementation**

Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children. It is our intention all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required.

### **Relationships**

#### **Reception**

Early Years Foundation Stage children learn about life cycles. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

Children in Reception will learn about relationships through the following objectives:

- **Personal, social and emotional development: Managing Feelings & Behaviour** Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
- **Managing Feelings and Behaviour:** Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

#### **Year One**

Throughout the year, children in year one will learn about different relationships through PSHE and SRE. They will do this through the following half termly topics:

- **TEAM**  
This unit, entitled TEAM (Together Everyone Achieves More), will focus on class and community rules. It will address the reasons for these rules and the importance of a positive learning environment to a class' success. The unit will tackle team behaviour, including kindness, good choices, bullying and teasing. Each lesson will link to the notion of TEAM (Together Everyone Achieves More).

**We will be exploring these questions:**

**Lesson 1:** What does it mean to be part of a team? What teams are we a part of?

**Lesson 2:** Why is it important to listen to other people? How can I be a good listener?

**Lesson 3:** How can we show kindness to others? Why is it important to be kind to the people around you?

**Lesson 4:** What kinds of unkind behaviour are there? What can we do if we see teasing or bullying, or if it happens to us?

**Lesson 5:** How can we be positive learners? What can we do if we find something difficult?

**Lesson 6:** What choices can we make about our behaviour? How might our choices affect the members of our team?

- Be Yourself

This unit, is inspired by the idea that having confidence to 'be yourself' can have a positive impact on mental health and emotional well-being. It aims to enable children to recognise their positive qualities and appreciate their individuality. In this unit, children are encouraged to recognise different emotions and explore different strategies to help them manage any uncomfortable feelings they experience. They will learn about how big life changes impact on feelings and emotions and explore the importance of sharing their thoughts and feelings.

**We will be exploring these questions:**

**Lesson 1:** What makes us special? Why is it important to be kind to ourselves?

**Lesson 2:** What are our different feelings called? How can we describe them?

**Lesson 3:** When do we feel happy? What other good feelings do you feel?

**Lesson 4:** What things make us feel unhappy or cross? What can we do when we have uncomfortable feelings?

**Lesson 5:** How does it feel when things change or we lose something precious? What can we do to help ourselves and others when this happens?

**Lesson 6:** Why are our feelings and thoughts important? How can we explain our thoughts and feelings to others?

## Year Two

- VIPs

This unit explores the Very Important Persons (VIPs) in the children's lives and the ways in which they can develop positive relationships with them. It enables them to identify what makes someone a special person in their life and who these are. They are also encouraged to explore why families and friendships are important and understand that although these units are different for everyone, there are things they can do to resolve differences and build healthy and positive relationships within them. This unit also teaches the children the importance of cooperation and how to show the special people in their lives that they care and the positive impact of doing this.

**We will be exploring these questions:**

**Lesson 1:** Who are our special people? What makes them special?

**Lesson 2:** Why are families important? How do the people in our families make us feel?

**Lesson 3:** What makes a good friend? How can we be a good friend?

**Lesson 4:** Why is it important to treat people fairly even when we are cross with them? What can we do about arguments and disagreements?

**Lesson 5:** What does 'cooperate' mean? How can we cooperate with others?

**Lesson 6:** Why is it important to let people know that they are special to us? How can we show our special people that we care?

**Sex Education (Our bodies **not** including reproduction)**

Reception

Early Years Foundation Stage children learn about life cycles. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others. In Reception, children also learn about what is okay and cover the NSPCC Pant-o-saurus session about keeping body parts private.

Year One

- My Body

In this unit of work, children will learn about how to take care of their body. The lessons look at key areas where children can make safer choices: their body, sleep and exercise, diet, cleanliness and substances. Children will learn facts about each of these areas and learn strategies to manage them, through a range of different activities. The important messages of choice and consent run through the unit. Children are encouraged to get help from trusted adults when necessary and taught how to do this.

**We will be exploring these questions:**

**Lesson 1:** Who does your body belong to? What should you do if you feel unsafe or worried about something?

**Lesson 2:** What does exercise do to our bodies and is it important? What does sleep do to our bodies and is it important?

**Lesson 3:** What is a healthy diet? Why is it important to eat well?

**Lesson 4:** What are germs and how can they be bad for us? How can we keep ourselves clean?

**Lesson 5:** Why are some things dangerous to eat or drink and how can they harm us? How can we keep ourselves safe?

**Lesson 6:** What choices can you make to be healthier, safer and happier? How can we make better choices?

## Year Two

- Growing Up

In this unit of work, children will learn about how we grow and change, both physically and emotionally. Children will learn about their own and others' bodies (including naming and labelling the main parts of the human bodies including male and female genitals), respecting their own and others' bodies and what consent means. They will learn about gender stereotypes and different types of families. This topic also covers changes and how these impact on our lives and emotions. Aspects of the science curriculum and related resources will support some of the learning in this unit. (See below for links to the science attainment targets).

### **We will be exploring these questions:**

**Lesson 1:** What are the main parts of our bodies? What are the differences between girls and boys?

**Lesson 2:** What is 'consent' and what are the rules for respecting people's bodies? What should we do if these rules are broken?

**Lesson 3:** Can we tell what someone is like depending on if they are a boy or a girl? What is a stereotype?

**Lesson 4:** What is a family and what makes families special? Who can I talk to if something about my family is worrying me?

**Lesson 5:** What will we be able to do next year? How will we change as we grow older?

**Lesson 6:** What are some changes that might happen in people's lives? What feelings can these changes cause?

## **Online Relationships**

### Reception & Year One

Through computing lessons in KS1, PSED in Reception and e-safety in general, as well as a whole school e-safety week, children will:

- Develop an understanding of characteristics for a trustworthy person
- Have a secure understanding of the differences between real life scenarios and those that take place on the computer
- Develop their understanding of safe and unsafe scenarios on the internet
- Recognise the differences between online communication techniques (email, online chat forums, social networking sites)
- Understand the importance of being kind to others when communicating on the computer
- Know who to go to if they come across an unsafe scenario when using the computer
- Say if a situation on the computer or an app has upset them and discuss this with a trusted adult/teacher
- Communicate positively with trusted adults/known friends and teachers on the computer
- Discuss different scenarios that they may come across on the computer and reflect upon these, learning from their own experiences and those of others

## Year Two

- **Digital Well-Being** (*New unit to be taught from September 2021*)

This unit aims to introduce children to the many ways in which we can use the Internet while keeping ourselves safe and being kind to others. This unit aims to explore the many uses we have for the Internet and the benefit it can be to our everyday lives while also detailing the importance of maintaining a healthy balance of activities and avoiding prolonged screen time. It discusses the risks associated with using the Internet and reminds children that anyone can share any information they want on the Internet as it is not owned by anybody. It examines ways we can stay safe online and identifies the importance of working with a trusted adult to set up games, sites or apps that are appropriate for children to use. This unit includes discussion around the ways we can communicate over the Internet and identifies the importance of making good choices with our interactions online. It also explores the fact that not everything we see on the Internet is true.

**We will be exploring the following questions:**

**Lesson 1:** What do we use the Internet for? How can it help us?

**Lesson 2:** How much screen time is healthy? How can I make sure I do range of activities, both offline and online, to keep my mind and body healthy?

**Lesson 3:** What are the risks when we go online? What can I do if I feel frightened?

**Lesson 4:** What is personal information? How can we stay safe online?

**Lesson 5:** How can we use the Internet to communicate with others? How can we show kindness and respect online?

**Lesson 6:** Can we trust everything we see on the Internet? How do we know what is true?

- **Impact**

Twinkl Life's PSHE scheme of work provides schools with an effective curriculum for wellbeing. Children are enabled to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust and respect, and know when and how they can seek the support of others. They will apply their understanding of society to their everyday interactions, from the classroom to the wider community of which they are a part. Twinkl Life's PSHE scheme of work supports the active development of a school culture that prioritises physical and mental health and wellbeing, providing children with skills to evaluate and understand their own wellbeing needs, practise self-care and contribute positively to the wellbeing of those around them.

Successful PSHE education can have a positive impact on the whole child, including their academic development and progress, by mitigating any social and emotional barriers to learning and building confidence and self-esteem. Evidence suggests that successful PSHE education also helps disadvantaged and vulnerable children achieve to a greater extent by raising aspirations and empowering them with skills to overcome barriers they face. The Twinkl Life PSHE and Citizenship scheme of work can be used as a whole-school approach to positively impact wellbeing, safeguarding and SMSC outcomes. This can ensure that all children are able to develop the knowledge, skills and attributes they need to succeed at school and in the wider world.

## How is SRE taught?

SRE is taught within our PSHE lessons within our Twinkl Life PSHE Scheme of work. The children will learn about sex and relationships through a range of different activities such as; collaborative group tasks, drawing, sorting activities, guessing games, partner and group discussion, role play, looking at and discussing photographs and diagrams.

The KS1 lesson packs include a lesson presentation, a lesson plan and worksheets or tasks to enable children to learn about their bodies and relationships.

Within sex education they will learn the difference between male and female body parts and the names for external genitalia (e.g. vulva, vagina, penis, testicles) alongside naming other body parts. This helps make the terminology less 'awkward' or 'embarrassing' for both the teacher and the pupils. Twinkl's PSHE KS1 resources have been produced to be fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association Programme of Study which is widely used by schools in England and is recommended and referred to by the DfE in all key documentation relating to PSHE provision in schools.

Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE 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 SRE 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. As a school, we believe that individual teachers must use their skill and discretion in this area and refer to the member of staff responsible for safeguarding if they are concerned.

## Parental consultation

Any parent has a legal right to withdraw their children, either wholly or partly, from receiving sex and relationship education in school, other than sex and relationship education contained within the National Curriculum Science Orders, alternative work would be set. The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to view the videos and resources being used.

45. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the head teacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept.

- Department for Education 2020

## Special Educational Needs

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Schools should also be mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND.

Schools should be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects.

In special schools and for some SEND pupils in mainstream schools there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, schools should ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

- Department for Education 2019

## What are the desired outcomes of SRE education?

PSHE education curriculums that are thoroughly planned and delivered successfully can have a positive impact on the whole child, including their academic development and progress. It helps to break down social and emotional barriers to learning and will build on the child's self-esteem and self-confidence. In turn, this will allow and enable the child to access and focus on their academic development to a greater extent as well as supporting the development of qualities in a child to attribute to a healthy, independent and active role in society.

There is evidence that PSHE education can help improve the life opportunities of the most vulnerable and disadvantaged children by raising their aspirations and empowering them with skills to overcome challenges they face. PSHE education also allows children to openly discuss mental health and emotional well-being, helping to develop the skills to support children to manage their own mental health and take steps to balance their emotions.

PSHE education is a vital tool in helping schools to education the whole child; positively impacting not only the individual but also the school community, the wider community and the global community both present and future.

Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

- Department for Education 2020

By the end of primary school, children should know:

*(Taken from Department for Education, 2020 – Relationships Education, Sex & Relationships Education (RSE) and Health Education)*

<p>Families and people who care for me</p>	<p>Pupils should know</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>
<p>Caring Friendships</p>	<p>Pupils should know</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>
<p>Respectful Relationships</p>	<p>Pupils should know</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> </ul>

	<ul style="list-style-type: none"> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
Online relationships	<p>Pupils should know</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>
Being Safe	<p>Pupils should know</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 1**

Cross-curricular links to Science

Year One	
	<b>ANIMALS INCLUDING HUMANS</b>
1S4	AT4: I can identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.
1S5	AT5: I can identify and name a variety of common animals that are carnivores, herbivores and omnivores.
1S6	AT6: I can describe and compare the structure of a variety of animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets).
1S7	AT7: I can identify, name and draw the basic parts of the human body.
1S8	AT8: I can say which part of the body is associated with each sense.
Year Two	
S8	AT8: I know that animals, including humans, have offspring which grow into adults.
S9	AT9: I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
S10	AT10: I can describe the importance for humans of exercise, a healthy diet and hygiene.

## **Appendix 2**

Cross-curricular links to computing

Online Relationships:

KS1
AT6: use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies
I can follow the principles of the school's e-safety code when working on computers and online

# Ground Rules for SRE

- G** Giggling is okay!
- R** Respect what others say; no put-downs.
- O** Okay to pass on a question or activity if something feels too private.
- U** Understand others' feelings, be sensitive, listen and respect their differences.
- N** No personal questions or stories from pupils or teachers.
- D** Discuss puberty topics responsibly outside the classroom.
- R** Remember to ask questions if you are unsure about anything.
- U** Use the correct names for body parts - ask if you can't remember.
- L** Let the teacher know if you want to speak to them privately.
- E** Encourage others to participate and get involved.
- S** Speak for yourself; use 'I' statements and don't refer to others by name or by pointing.