



# **Star Primary School**

## **Relationships, sex and health education policy (from 2022)**

**Approved by:**

**Date:**

**Last reviewed on:**

**Next review due by:**

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## Introduction:

This document sets the policy on Relationship, Sex and Health Education Policy at Star Primary School. It includes: discussions on what makes sex and relationship education in a primary school; the consideration of morals and values; the perspectives of faith and culture; the incorporation of specific issue statements; sensitivity and confidentiality; the provision for inclusivity and equal opportunity; and working in partnership with parents and outside agencies. This policy is based on the consultations and framework of the London Borough of Newham.

In preparing children for life in modern Britain, at Star Primary School we are committed to giving all our pupils consistent messages about all aspects of health to help them understand the impact of particular behaviours, and encourage them to take responsibility for the choices they make.

## 1. Aims

The aims of relationships, sex and health education (RSHE) 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

As a rights respecting school we value and respect all members of our community and this is demonstrated through all of our curriculum.

## 2. Statutory requirements

Star Primary School

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](#).

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

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

The school is also guided by the Education Act 2002, Children Act 2004, Equality Duty 2010 and Keeping Children Safe in Education – September 2016. This document draws from guidance from Sex and Relationship Guidance (DfEE, 2000), Sex and Relationships (SRE) for the 21st Century: Supplementary Advice to the Sex and relationship Education Guidance [DfEE 2000] (2014), Sex Education Forum and the Healthy Schools Programme.

To gain a broader understanding this policy can be read alongside other policies such as Equality Duty, Health and Safety, Personal, Social, Health, Citizenship and Economic Education (PSHCE), Safeguarding, Behaviour, Supporting Children with Medical Needs, Anti-Bullying and Sex and Relationship Education.

At Star Primary School we teach RSHE as set out in this policy.

## 3. Policy development

Star Primary follows the guidance as set out by our local authority, the London Borough of Newham and incorporated into Star Primary School's policy.

The policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps within the London Borough of Newham:

- a. Review – a member of staff pulled together all relevant information including relevant national and local guidance
- b. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

- c. Parent/stakeholder consultation – parents and any interested parties were invited to look at the curriculum and the policy
- d. Google Form sent to parents
- e. Yearly PIM meetings
- f. Pupil consultation – we investigated what exactly pupils want from their RSHE
- g. Ratification – once amendments were made, the policy was shared with governors and ratified
- h. Agenda for every governor meeting; review and discuss any changes to the policy

## 4. Definition

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSHE involves a combination of sharing information, and exploring issues and values.

RSHE is not about the promotion of sexual activity.

## 5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with Newham parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

## 6. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE), PE (Healthy Eating) and ICT (Online Safety).

The majority of Star Primary's RSHE curriculum is delivered through the Happy Centred Schools curriculum. The topics are:

Autumn 1 Positive Relationships (1-6)

Autumn 2 Positive relationships (7-12)

Spring 1 Coping skills

Spring 2 Achievement and Success

Summer 1 Self Confidence

Summer 2 Support

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

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

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).

## 7. Roles and responsibilities

### 7.1 The governing board

The governing board will approve the RSHE policy, and hold the headteacher to account for its implementation.

### 7.2 The headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of RSHE (see section 8).

### 7.3 Staff

Staff are responsible for:

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

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

### 7.4 Pupils

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

## 8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSHE.

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

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

## **9. Training**

Staff are trained on the delivery of RSHE as part of their induction and it is included in our staff's continuous professional development.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

## **10. Monitoring arrangements**

The delivery of RSHE is monitored by RSHE coordinator, Sadhbh McDaid through:

- Planning scrutinies
- Learning walks/lesson observations
- Book monitoring
- Parents/staff/children surveys

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

This policy will be reviewed by the RSHE coordinator annually. At every review, the policy will be approved by Dianne Tatnell, Chair of governors and the headteacher.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
EYFS	Autumn 1	<b>Rights Respecting</b> First 6 lessons of Positive Relationships  <b>Positive Relationships</b> <ol style="list-style-type: none"> <li>1. Understanding how we belong to the school family</li> <li>2. Knowing which ways in which we can understand how others are feeling and why this is important</li> <li>3. Knowing why it is important to laugh and have fun together</li> <li>4. Understanding why it can be good to play with people that we don't usually play with</li> <li>5. Understanding how others feel when we say thank you, give them a present; also, how we feel when we do that</li> <li>6. Assessment: Explaining what we have done at home to have better relationships with our family</li> </ol>	The family book A handful of buttons - both about families; do have a page on LGBT (two moms or two dads)
	Autumn 2 (New lessons)	<ol style="list-style-type: none"> <li>7. Understanding what is and isn't friendly behaviour</li> <li>8. Thinking about how well we know different people and how we might react if we don't know people well</li> <li>9. Thinking about when we win and lose games - in the playground and online</li> <li>10. Understanding what to do if we see something that doesn't look right on our electronic device</li> <li>11. Understanding that all families are similar in some ways and different in others</li> <li>12. Thinking about how we choose our friends and how we grow our friendship circle</li> </ol>	
	Spring 1	<b>Coping Skills</b> <ol style="list-style-type: none"> <li>1. Identifying great and not-so-great feelings and who we would go to for help with our feelings</li> <li>2. Understanding that, by doing something different with our bodies, we can improve how we feel</li> <li>3. Understanding that, by changing what we say and how we say it, we can cope better when we can't do something</li> <li>4. Reflecting on places that make us worry and what we can do to cope the next time that we're there, e.g. crossing the road</li> <li>5. Making a collage of happy things and practising visualising this if we don't feel calm or relaxed</li> </ol>	

	Spring 2	6. Assessment: Thinking of the coping skills we have used to move nearer to achieving a personal goal  <b>Achievement and Success</b> <ol style="list-style-type: none"> <li>1. Reflecting on previous achievements and things that we can't do yet</li> <li>2. Understanding that some goals can be achieved quickly/when we are young and others take longer</li> <li>3. Working as a team to achieve a class goal</li> <li>4. Working as a group to achieve a goal - turn taking, helping each other</li> <li>5. Talking through personal goals with older mentors/acting on advice</li> <li>6. Assessment: Reflecting on whether or not we have achieved our home goal</li> </ol>	
	Summer 1	<b>Self-Confidence</b> <ol style="list-style-type: none"> <li>1. Recognising what confidence looks like - facial expressions</li> <li>2. Understanding how we can become more confident - through trying</li> <li>3. Knowing what we can do when we want to give up - keep going</li> <li>4. Knowing what we can do when we find things tricky - ask others, use technology, look around the room</li> <li>5. Recognising confidence in others - facial expressions, body language</li> <li>6. Assessment: Explaining how personal, confidence has grown at home and school</li> </ol>	
	Summer 2	<b>Support</b> <ol style="list-style-type: none"> <li>1. Thinking about the help and support we need and why we need it</li> <li>2. Practising listening and being heard</li> <li>3. Understanding why it is important to listen carefully to others and the things that might distract us</li> <li>4. Thinking about people who support us at home and in the community</li> <li>5. Understanding that we all matter and make a difference</li> <li>6. Assessment: Explaining what we have done to improve our listening at home</li> </ol>	
Year 1	Autumn 1	<b>Rights Respecting</b> First 6 lessons of Positive Relationships  <b>Positive Relationships</b> <ol style="list-style-type: none"> <li>1. Reflecting on how others see us and the reasons why we think this</li> <li>2. Thinking of ways in which we would help someone who was upset</li> </ol>	



	<p>Autumn 2 (New lessons)</p> <p>Spring 1</p> <p>Spring 2</p>	<ol style="list-style-type: none"> <li>3. Thinking about our roles in relationships and how we can resolve conflict</li> <li>4. Identifying conflict in a story and the thoughts and feelings that this brings about</li> <li>5. Understanding why it is important to recognise what others do for us</li> <li>6. Assessment: Identifying ways in which a friend adds to the positive relationships within the class</li> <li>7. Understanding ways in which we can ask for help and then act on the advice that we're given</li> <li>8. Understanding what secrets are and when it is okay to keep a secret</li> <li>9. Thinking about who can help us, if we see something on our electronic device that doesn't look right</li> <li>10. Understanding which information we should and shouldn't share online and how to spot a stranger</li> <li>11. Considering what is special about each of our families</li> <li>12. Understanding that people might make mistakes about us if they don't know us</li> </ol> <p><b>Coping Skills</b></p> <ol style="list-style-type: none"> <li>1. Identifying different feelings, whether they are big or little and whether or not we might need help with them</li> <li>2. Understanding how we can identify our own feelings and that, even pretending to be in a positive mood, can help us to feel better</li> <li>3. Identifying parts of the school day when we don't feel as positive, and what we can do to feel better</li> <li>4. Identifying things that make us laugh or smile and practising recalling these to help us cope in tricky situations</li> <li>5. Understanding that we all worry but that there are lots of solutions to different worries</li> <li>6. Assessment: Identifying the different tricky situations that we might be in and the best people to help us in each one</li> </ol> <p><b>Achievement and Success</b></p> <ol style="list-style-type: none"> <li>1. Creating a timeline to show achievements in our lives so far</li> <li>2. Thinking about ambitions of the future and how these might be achieved</li> <li>3. Understanding the importance of speaking positively about challenges</li> <li>4. Understanding why we shouldn't always settle for our first attempt</li> <li>5. Working as a team to set and achieve a class goal</li> </ol>	<p>Families, families, families - do have a page on LGBT (two moms or two dads)</p> <p>Why so sad brown rabbit? by Sheridan Cain/Jo Kelley - rabbit is sad and alone/finds a family</p>
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	Summer 1	<p>6. Assessment: Identifying the thoughts and words that we use when we are working to achieve a goal</p> <p><b>Self-Confidence</b></p> <ol style="list-style-type: none"> <li>1. Identifying activities in which we have low, medium or high levels of confidence</li> <li>2. Identifying who can support us to have a 'can-do' attitude</li> <li>3. Understanding why it's important to become more independent</li> <li>4. Understanding the role we can play in completing a team challenge</li> <li>5. Completing tasks without the help of a grown-up - 4B's</li> <li>6. Assessment: Identifying how we have become more independent</li> </ol>	An emotional menagerie - different poems for feelings
	Summer 2	<p><b>Support</b></p> <ol style="list-style-type: none"> <li>1. Understanding the different types of support and why these are important</li> <li>2. Understanding what makes a good discussion, in which everyone is able to speak and be heard</li> <li>3. Identifying people who support us and how they do this</li> <li>4. Understanding different emotions in others and ways in which we can give appropriate support through our reactions</li> <li>5. Practising asking for help/support and being supportive</li> <li>6. Assessment: Identifying ways in which we can listen without whole body</li> </ol>	
Year 2	Autumn 1	<p><b>Rights Respecting</b> First 6 lessons of Positive Relationships</p> <p><b>Positive Relationships</b></p> <ol style="list-style-type: none"> <li>1. Thinking about others' feelings and thoughts when they are left out and what we can do to help</li> <li>2. Devising a plan to welcome a new person to the class and make them feel comfortable</li> <li>3. Thinking about our own and others' strengths and why these are important to help the whole class have a sense of belonging</li> <li>4. Identifying potential reasons for conflict and ways in which these could be resolved</li> <li>5. Identifying our most positive relationships and what makes these so</li> <li>6. Assessment: Identifying ways in which a classmate adds to the positive relationships within the school</li> </ol>	<p>An emotional menagerie - different poems for feelings</p> <p>Tough guys have feelings too - Keith Negley - male emotions</p>

Autumn 2 (New lessons)	<ol style="list-style-type: none"> <li>7. Knowing which parts of our bodies are private - the underwear rule</li> <li>8. Understanding what secrets are and when it's not okay to keep them</li> <li>9. Understanding that not everything on the internet is true and some of the ways we can tell</li> <li>10. Understanding how easy it is to spread fake news</li> <li>11. Researching what families around the world look like</li> <li>12. Understanding that we might make mistakes about other people, if we don't know them or ask questions</li> </ol>	<p>Some secrets should not be kept - safe/unsafe secrets</p> <p>Who's in a family? do have a page on LGBT (two moms or two dads)</p>
Spring 1	<p><b>Coping Skills</b></p> <ol style="list-style-type: none"> <li>1. Understanding what makes some situations trickier than others</li> <li>2. Listing a range of coping techniques that we can use, and understanding why, in certain situations, some are better than others</li> <li>3. Understanding why it is important to have good coping skills and what a Superhero would say to help them cope</li> <li>4. Understanding the attributes of someone who copes well and helps others to cope</li> <li>5. Practising coping strategies when someone is giving you constructive criticism/feedback - understanding that this should be viewed as helpful</li> <li>6. Assessment: Identifying the coping strategies that we can use and what we would look like, be saying</li> </ol>	
Spring 2	<p><b>Achievement and Success</b></p> <ol style="list-style-type: none"> <li>1. Identifying our latest achievements and how we ensure that we were successful</li> <li>2. Identifying step-by-step actions to achieve a personal goal</li> <li>3. Thinking about famous failures and the potential consequences of giving up</li> <li>4. Identifying the mutual benefits of helping others to succeed/seeking the support of others to help us</li> <li>5. Comparing the success rates of one person individually, and the team, doing the same task</li> <li>6. Assessment: Explaining to other people how to be successful</li> </ol>	
Summer 1	<p><b>Self-Confidence</b></p> <ol style="list-style-type: none"> <li>1. Understanding how others see us</li> <li>2. Understanding how we can help others to become more confident and happier</li> <li>3. Identifying a previous problem and how it could have been solved</li> </ol>	<p>Olivia and the fairy princesses - Ian Falconer - Olivia wants to be an individual</p>

	Summer 2	<ol style="list-style-type: none"> <li>Understanding the benefits of working in a team/on our own when faced with a challenge</li> <li>Setting personal targets to complete a challenge</li> <li>Assessment: Assessing personal progress on a learning journey - including levels of confidence and independence</li> </ol> <p><b>Support</b></p> <ol style="list-style-type: none"> <li>Understanding different types of support and the difference between getting support and not, when you need it</li> <li>Using the TALK model to identify whether or not we need help, and applying it to get support from an appropriate person</li> <li>Practising listening to other people's opinions, giving our own thought and managing disagreements</li> <li>Identifying the different types of support that we get and give</li> <li>Understanding that it can be difficult to ask for help and what we can do to support people who find this tricky</li> <li>Assessment: Reflecting on how we have used the TALK model to gain support recently</li> </ol>	
Year 3	Autumn 1	<p><b>Rights Respecting</b> First 6 lessons of Positive Relationships</p> <p><b>Positive Relationships</b></p> <ol style="list-style-type: none"> <li>Reflecting on the things that make a relationship positive - having fun, giving each other positive, supportive feedback</li> <li>Thinking about our role in creating positive relationship in school - what makes people friendly or not</li> <li>Making plans to problem solve and resolve conflict, to create more positive relationships</li> <li>Further understanding why everyone needs to have positive relationships</li> <li>Thinking about ways in which we feel we belong, in different areas of our lives</li> <li>Assessment: Identifying ways in which a member of our family adds to the positive relationship at home</li> </ol>	<p><b>Bullying</b> - Elizabeth Raum - what is bullying; how can it be prevented</p> <p><b>Newspaper Boy and Origami Girl</b> - Michael Foreman - overcoming bullies</p>
	Autumn 2 (New lessons)	<ol style="list-style-type: none"> <li>Understanding what privacy is for children and adults, and why it is important</li> <li>Understanding how we can respond safely to adults that we don't know</li> <li>Identifying the risks of online activity and how we can keep ourselves safe</li> <li>Thinking about the information and data about us, that is online</li> </ol>	<p><b>No means no</b> - personal boundaries</p> <p>Who's in my family? do have a page on LGBT (two moms or two dads)</p>

	Spring 1	<ol style="list-style-type: none"> <li>11. Understanding that every family is unique and special and that we should respect other people's families</li> <li>12. Understanding what stereotypes are, and how we can challenge these</li> </ol> <p><b>Coping Skills</b></p> <ol style="list-style-type: none"> <li>1. Considering how learning to cope will help us with our bounce-back-ability</li> <li>2. Creating coping cubes as a strategy to motivate us when we are struggling</li> <li>3. Understanding how personal mantras can help people to cope</li> <li>4. Identifying times when we cope less well and thinking of a personal mantra to overcome this</li> <li>5. Thinking of ways in which we can help others cope better, by suggesting changes they can make to their behaviours, actions and body language</li> <li>6. Assessment: Thinking about the advice we can give to others when it seems they aren't coping</li> </ol>	
	Spring 2		
	Summer 1	<p><b>Achievement and Success</b></p> <ol style="list-style-type: none"> <li>1. Understanding what achievement and success are</li> <li>2. Understanding the role that we can play in helping others to achieve success - being encouraging, giving advice, praising and celebrating</li> <li>3. Understanding how Paralympians can be supported to achieve great things, e.g. through specialist equipment, through the help of others</li> <li>4. Identifying some of the barriers to being successful and ways to overcome them</li> <li>5. Understanding some of the ways in which we can success as a team - letting others speak, taking turns, being an effective communicator</li> <li>6. Assessment: Creating a piece of drama that shows how we can achieve and succeed</li> </ol> <p><b>Self-Confidence</b></p> <ol style="list-style-type: none"> <li>1. Identifying what confidence means to us</li> <li>2. Knowing how our body language can show that we are confident</li> <li>3. Recognising a 'can-do' attitude in others - how people overcome setbacks</li> <li>4. Having a 'can-do' attitude and pushing ourselves to complete a challenge</li> <li>5. Becoming increasingly independent - using dictionaries, electronic devices and reference books</li> <li>6. Assessment: Identifying words and phrases that now apply to us that show we have become more confident</li> </ol>	<p>Made by Raffi - Craig Pomeranz - shy boy who doesn't like noisy games; learns to knit; makes prince's costume</p>



		11. Understanding what appropriate physical contact between people is 12. Understanding how being stereotyped might make people feel	Stella brings the family - living in a same sex family
	Spring 1	<b>Coping Skills</b> <ol style="list-style-type: none"> <li>1. Identifying how we feel when we are coping well</li> <li>2. Understanding how physical exercise can help us to cope - breathing in a calm way, power posing</li> <li>3. Practising mindfulness as a strategy to help us cope</li> <li>4. Better understanding the physical signs that we display when we are not coping well</li> <li>5. Thinking of ways in which we can help others cope better by accepting someone else's decision, by walking away from potential conflict, by showing patience</li> <li>6. Assessment: Pulling strategies into place when we are working under pressure</li> </ol>	
	Spring 2	<b>Achievement and Success</b> <ol style="list-style-type: none"> <li>1. Using an achievement graph to identify recent class and personal achievements</li> <li>2. Developing a plan to achieve future success</li> <li>3. Understanding the importance of being resilient, not giving up and overcoming difficulties</li> <li>4. Understanding why it is important to fail, in order to be successful</li> <li>5. Understanding some of the ways in which we can success as a team - making good personal contributions, letting everyone have a go, distributing tasks fairly</li> <li>6. Assessment: Creating a song which explains to others how to be successful</li> </ol>	
	Summer 1	<b>Self-Confidence</b> <ol style="list-style-type: none"> <li>1. Explaining why we are awesome - using the '5 whys' to encourage deeper thinking</li> <li>2. Using our body language to show that we are confident</li> <li>3. Understanding how others can develop a 'can-do' attitude through planning</li> <li>4. Settling personal targets and pushing ourselves to complete a challenge</li> <li>5. Setting others challenges to complete independently</li> <li>6. Assessment: Creating a chant, to show how we have become more independent</li> </ol>	
	Summer 2	<b>Support</b> <ol style="list-style-type: none"> <li>1. Thinking about different types of support - including physical, emotional, social</li> </ol>	

		<ol style="list-style-type: none"> <li>2. Creating a toolkit of things that we might need, when asking someone for support - brain to think the problem through, paper to write the problem on</li> <li>3. Thinking about how we can get our opinion across to gain support and how we can be influenced by what others say to give support</li> <li>4. Reflecting on the current support that we get from and give to our family - people's words and actions, e.g. helping a sibling with their homework, clearing the table</li> <li>5. Comparing good support and bad support - what can we do to make others feel better, and what are the things that we might do to make them feel worse</li> <li>6. Assessment: Reflecting on the tools that we have developed and need to develop further, at home and at school, to give and gain great support</li> </ol>	
Year 5	<p>Autumn 1</p> <p>Autumn 2 (New lessons)</p> <p>Spring 1</p>	<p><b>Rights Respecting</b> First 6 lessons of Positive Relationships</p> <p><b>Positive Relationships</b></p> <ol style="list-style-type: none"> <li>1. Understanding the importance of having fun and laughter with teammates - how we release chemicals, which make us feel more positive</li> <li>2. Considering why positive relationships are so important in the workplace</li> <li>3. Debating whether happiness and love are more or less important than material possessions</li> <li>4. Thinking about the role that trust and mutual respect play in positive relationships</li> <li>5. Assessing the attributes that we have against specific job roles to see how well we are suited to them</li> <li>6. Assessment: Identifying ways in which an adult in the community adds to the positive feeling of our local area</li> <li>7. Understanding what appropriate contact is, and what to do if we think something is inappropriate and unsafe</li> <li>8. Recognising if a friend is unsafe and what we can do to help them</li> <li>9. Knowing which kinds of things are and are not appropriate to say online</li> <li>10. Better understanding how we can build positive online relationships</li> <li>11. Understanding ways in which we can show respect for families that are different to our own</li> <li>12. Understanding what unconscious bias is</li> </ol> <p><b>Coping Skills</b></p> <ol style="list-style-type: none"> <li>1. Understanding how to put things into perspective</li> </ol>	<p>All about Families Great Big Book of Families</p> <p><b>The Different Dragon</b> - Jennifer Bryan - LGBT family; celebrating differences</p>



		<ol style="list-style-type: none"> <li>2. Creating our own mindfulness scripts and techniques to help us cope</li> <li>3. Understanding how developing a growth mindset approach will help us to cope better</li> <li>4. Understanding the brain and its impact on how we cope</li> <li>5. Practising using positive visualisation as a strategy to help us cope with challenging situations</li> <li>6. Assessment: Devising our personal coping plans</li> </ol>	Huge bag of worries
	Spring 2	<b>Achievement and Success</b> <ol style="list-style-type: none"> <li>1. Understanding that goals can be set in order to achieve success - using the SMART model</li> <li>2. setting individual SMART targets with steps to success and milestones</li> <li>3. Understanding that we can use the success of others to think more creatively, and achieve more, ourselves</li> <li>4. Understanding that, in order to achieve success as a team, we may have to overcome a range of emotions - frustration, pressured by lack of time, left out</li> <li>5. Recognising ways in which we can build personal resilience - having a fierce work ethic, knowing that we need to practise, wanting to make a difference</li> <li>6. Assessment: Creating a script which explains to others how to be successful</li> </ol>	
	Summer 1	<b>Self-Confidence</b> <ol style="list-style-type: none"> <li>1. Understanding what confidence means to us - using the confidence meter and confidence wheel</li> <li>2. Identifying what we need to be doing now, to become more confident in the future</li> <li>3. Understanding how confident body language can help us to be successful - overcoming negative mind chatter and limiting beliefs</li> <li>4. Developing positive mind chatter and self-talk to rise to a challenge</li> <li>5. Recognising that confidence comes from becoming increasingly dependent, being a self-starter, thinking creatively, analysing situations and using self help techniques</li> <li>6. Assessment: Showing that I understand the effect of mind chatter, self--talk and limiting beliefs on my achievements</li> </ol>	
	Summer 2	<b>Support</b>	

		<ol style="list-style-type: none"> <li>1. Understanding how people in the school community give and gain support</li> <li>2. Understanding how we can give feedback in a supportive manner and receive feedback graciously</li> <li>3. Thinking about how we can develop our speaking and listening skills to become more supportive - making eye contact, nodding along, showing empathy</li> <li>4. Understanding our wider support network - including people that we may or may not know or deal with directly</li> <li>5. Thinking beyond our own lives, about how people across the country and world support each other</li> <li>6. Assessment: Identifying ways in which we have become more supportive recently - particularly through our communication skills</li> </ol> <p>Year 5 Science - link</p> <p>Animals, including humans - Changes as humans develop to old age</p> <p>Living things and their habitats - life cycles of mammals; amphibians; insects; birds</p> <p>Life process of reproduction in some animals and plants</p> <p>Sex Education Lessons</p> <ol style="list-style-type: none"> <li>1. Talking about puberty</li> <li>2. Male and female changes</li> <li>3. Hygiene</li> </ol>	<p><b>Hair in Funny Places</b> - Babette Cole - pubert</p>
Year 6	Autumn 1	<p><b>Rights Respecting</b></p> <p>First 6 lessons of Positive Relationships</p> <p><b>Positive Relationships</b></p> <ol style="list-style-type: none"> <li>1. Better understanding the importance of having fun and laughter with teammates - how we release chemicals, which make us feel more positive, boost our immune system, relax the whole body, reduce stress</li> <li>2. Considering how we would feel if we kept helping people and being kind, but did not receive any gratitude</li> <li>3. Thinking about a job we would like to have when we grow up how well suited we are to it and areas we can work on to become even better suited</li> <li>4. Looking forward to the future and writing a job application that reflects the type of person we have become and our positive attributes</li> <li>5. Reflecting on positive attributes of others - what kind of a person do you need to be to make a difference in a school</li> <li>6. Assessment: Understanding the importance of showing gratitude and ways in which we can do this</li> </ol>	

	Autumn 2 (New lessons)	<ol style="list-style-type: none"> <li>Understanding the boundaries we can put in place to keep ourselves safe</li> <li>Knowing who to get advice from if we/our friends feel unsafe</li> <li>Understanding the impact of online behaviours on our wellbeing</li> <li>Understanding the difference between sharing data online and sharing it in person</li> <li>Understanding what language is/isn't appropriate when describing our own/others' families</li> <li>Better understanding how to be aware of our own unconscious biases and how to challenge these</li> </ol>	All about Families
	Spring 1	<p><b>Coping Skills</b></p> <ol style="list-style-type: none"> <li>Understanding frustration, and the behaviours associated with it</li> <li>Better understanding of the brain and its impact on how we cope and manage challenging situations</li> <li>Understanding how we can help others to cope, by sharing what we know about the brain</li> <li>Thinking about secondary transition - our worries and potential solutions</li> <li>Further understanding how our imaginations do or don't help us to cope, and how positive visualisation can be used successfully</li> <li>Assessment: Thinking about the advice we will give to our future selves, about coping</li> </ol>	
	Spring 2	<p><b>Achievement and Success</b></p> <ol style="list-style-type: none"> <li>Understanding that success isn't just about sporting or academic achievement We can also become more successful personally, socially and emotionally</li> <li>Setting individual personal, social and emotional SMART targets</li> <li>Understanding that we can learn from others' success when developing a business plan</li> <li>Putting the previous session's plans into practice and recognising how we can learn from and overcome failure</li> <li>Understanding the importance of not settling for our first attempt, if we want to be the most successful that we can be</li> <li>Assessment: Giving a speech to motivate and inspire others to be successful</li> </ol>	Great Big Book of Families
	Summer 1	<p><b>Self-Confidence</b></p> <ol style="list-style-type: none"> <li>Thinking of ways in which we can be confident in the future - using the '5 hows' to encourage deeper thinking</li> <li>Creating pep talks - to encourage us to be confident and awesome in the future</li> </ol>	

	Summer 2	<ol style="list-style-type: none"> <li>3. Further understanding how self-talk, positive mind chatter and team togetherness can help to overcome a challenge</li> <li>4. Considering our personal best when completing a challenge and understanding the importance of intrinsic rewards</li> <li>5. Recognising that confidence comes from: becoming increasingly independent, being a self-starter, thinking creatively, analysing situations and using self-help techniques. Also understanding that there are times when an adult must be involved if someone's safety is at risk</li> <li>6. Assessment: Creating Top Tips to be used in the future at times when we need to be self-confident</li> </ol> <p><b>Support</b></p> <ol style="list-style-type: none"> <li>1. Understanding how people in the wider community give and gain support</li> <li>2. Thinking about how we can give support to people who may be too shy or embarrassed to ask</li> <li>3. Making a personal plan to volunteer in the community - thinking about how we will keep ourselves safe while doing this</li> <li>4. Thinking about whether or not we could/should support others, even if we disagree with them</li> <li>5. Better understanding the foundations of how to become a more supportive person - giving thoughtful feedback, being happy for others, and a good loser</li> <li>6. Assessment: Evaluating how we have done against our personal targets to give support to the local community</li> </ol> <p><b>Sex Education Lessons</b></p> <ol style="list-style-type: none"> <li>1. Puberty</li> <li>2. How babies are made and born</li> <li>3. Understanding relationships</li> <li>4. Communication in relationships</li> <li>5. Child protection and safeguarding, including consent</li> </ol>	Newham scheme and DVD
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## Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• What language to use when describing their own and others' families and how to ask questions in a respectful way</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/civil partnerships represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations, how to seek help or advice from others, if needed and who to seek advice from in different situations</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• What a positive relationship looks like</li> <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>• What unconscious bias is and how to challenge it in ourselves and others</li> </ul>

	<ul style="list-style-type: none"> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

Secondary schools insert: This is not taught by us at Star; this is what they will learn in secondary school.

## Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</li> </ul>

Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</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 people in positions of authority and due tolerance of other people's beliefs</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li> </ul>
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li> </ul>

Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> <li>• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</li> <li>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>
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### Appendix 3: Parent form: withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	<b>Include notes from discussions with parents and agreed actions taken.</b>  Any children who are withdrawn from sex education lessons, will be placed in another class during this time and will have work provided for them to complete.