

St Anne's Catholic Primary School Relationship and Sex Education Policy

1 Introduction

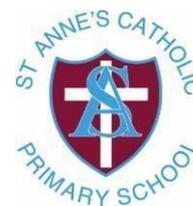
- 1.1 As a Catholic school, St Anne's believes that Relationship and Sex Education should deliver the statutory requirements of the National Curriculum within a moral, emotional and spiritual context. The teachings of the Catholic Church on the sanctity of marriage and on morality, spirituality and family values are central to the school's policy and scheme of work.
- 1.2 The governors recognise that prime responsibility for Sex Education must rest with the parents; parents will be kept fully informed in writing in advance of any teaching in school.
- 1.3 All RSE will be appropriate to the age, needs and experience of the children at St Anne's, using a sensitive approach which will recognise Special Needs, Gender and Cultural issues and individual family circumstances. The use of selected resources such as videos and books are also approved where they promote understanding within a moral and spiritual context without contradicting the teachings of the Catholic Church. The governing body recognises the right of parents to withdraw their child from the Sex Education element of the RSE programme of study only. This policy is cross referenced to, and in line with the diocesan policy on Education in Human Love and meets all the guidelines laid out in the policy in relation to age appropriate content. To deliver RSE lessons, we use a combination of the 1decision resources, and resources from the Ten:Ten SRE Programme, Life to the Full.

2 The Aims of our RSE Policy:

- 2.1 To ensure the school is meeting statutory requirements and that teaching is informed by relevant guidance including educational guidance from the Church.
- 2.2 To support staff to deliver the programme within the school ethos, appropriate to the age and maturity of the pupils.
- 2.3 To clarify for parents the approach taken by the school and to foster a partnership approach between home and school.
- 2.4 To clarify pupil entitlement to sex education, including the role of the school in supporting pupils as they develop physically and intellectually.

(Repeats 2.1

- 2.5 Relationship and Sex Education is to be taught within a moral framework, respecting the cultural diversity of our school community and that of the wider community.



Children will learn about moral values through all aspects of school life and all curriculum areas, not just Sex and Relationship Education.

2.6 S Relationship and Sex Education is taught within a framework which gives due regard to moral considerations and family life, will:

- Take account of pupils' level of knowledge and awareness of the issues being addressed;
- Develop pupils' self-respect through the promotion of self-esteem, acknowledging the value of each individual pupil;
- Reflect an understanding of the range of family groups that the pupils live in;

Develop respect and sensitivity to others through a knowledge of difference.

2.7 At St Anne's, we encourage and support our pupils to:

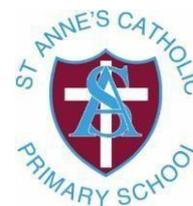
- Take responsibility for their actions and the consequence of their actions;
- Develop positive relationships with other pupils and adults within the school community;
- Raise any issues that they may have about growing up.

3 The Aims of our RSE Programme

3.1 To develop skills that will enable them (the children) to make informed choices, both now and in the future. To help children to resist peer and media pressures. We will endeavour to counteract any misleading myths gained from the playground, peers, adults or the media, including those from different cultures, with different beliefs and with other lifestyles.

3.2 To explain the teachings of the Church and how these impact on the way we should live our lives.

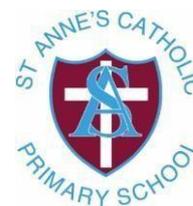
3.3 To help children appreciate that we are created in the image of God and respect the dignity of the human person (CST), that we should love ourselves, our families and others in the same way God loves us.



- 3.4 To appreciate the value of 'family life' by promoting loving and caring relationships and the idea of mutual responsibilities within these relationships and know marriage is a Sacrament and to promote marriage and family life as the context within which children should be brought into the world.
- 3.5 To encourage children to grow and develop positively by reducing anxiety and providing reassurance about body changes – physical, emotional and social changes are all normal and acceptable.
- 3.6 To give knowledge and correct any mis-information by providing correct vocabulary for all parts of the body and encourage sensible attitudes to natural bodily functions.
- 3.7 To enable children to develop feelings of self-respect, self-esteem, self-confidence, sympathy and empathy. Our RSE programme aims to help children develop trust and sensitivity towards others.
- 3.8 To acknowledge and compliment the role of parents as key educators, to liaise with, and work in partnership with them.
- 3.9 To provide clear and accurate information about the development of the human body in an open and frank way, gradually increasing age appropriate detail.
- 3.10 To understand the cycle of conception, birth and growth through puberty.

4 Organisation of Relationship and Sex Education at St Anne's Catholic Primary School

- 4.1 It is important that all staff understand they have a responsibility to implement this policy. For this reason, it is supported by a scheme of work that is delivered by the class teacher, and sometimes with the support of the school nurse and other agencies.
- 4.2 RSE will be delivered using a combination of 1decision resources, and resources from the Ten:Ten RSE Programme, Life to the Full. Strategic planning for RSE will be undertaken by the school. This will involve a range of teaching methods. Teaching will be in mixed gender groups as it is helpful for boys and girls to discuss feelings about growing up and developing an awareness of the development of both sexes, whilst promoting a positive attitude to equal opportunities, anti-sexism and gender issues. Provision will be made available for single sex groups as appropriate, relevant or requested.
- 4.3 A range of materials and resources are available on the online 1decision and Life to the Full portals.



4.4 In teaching Relationships Education and SRE we must ensure the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect including those who identify as Lesbian, Gay, Bisexual or Transgender (LGBT). We must ensure we comply with the relevant provisions of the Equality Act 2010, (from The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics. Our teaching will be sensitive and age appropriate in approach and content. At the point at which we consider it appropriate to teach our pupils about LGBT, we will ensure that this content is fully integrated into our 1decision curriculum, rather than delivered as a standalone unit or lesson. As a school we are free to determine how we do this, but the expectation is that all pupils will have been taught LGBT content at a timely point as part of this area of the curriculum.

4.5 Pupils are taught RSE as part of the statutory National Curriculum for Science and the statutory Relationships Education requirements (Appendix 1) and is cross referenced to, and in line with the diocesan policy on Education in Human Love. It has a particular emphasis on healthy lifestyles, positive relationships, self-esteem, taking care of our bodies and understanding the changes that takes place.

5 Key Stage 1 Science Curriculum

5.1 Animals, including humans, move, feed, grow, use their senses and reproduce. Children should recognise and name the main parts of the human body.

5.2 Children will learn that humans can produce offspring and these grow into adults.

5.3 Children should recognise similarities and differences between themselves and others and treat others with sensitivity.

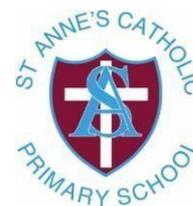
6 Key Stage 2 Science Curriculum

6.1 Children will learn that life-processes common to humans include nutrition, growth and reproduction.

6.2 They will learn about the main stages of the human life cycle.

7 Difficult Questions and Sensitive Issues

7.1 When addressing sensitive issues, it is particularly important that education is delivered within the Catholic ethos of the school. Teachers will answer questions with sensitivity and knowledge of their children when faced with such questions, taking into account what is appropriate for the



child and other members of the group. Information on these subjects is potentially life saving and our aim is always to offer honest and responsible education to our pupils.

Primary Relationships Education

Appendix 1 lists the statutory Relationships Education objectives, by the end of Primary School.

9 Parental Involvement

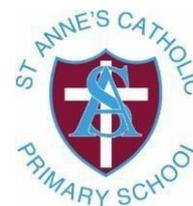
- 9.1 The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, make Relationships Education compulsory for all pupils receiving primary education, however pupils can be withdrawn by their parents from the RSE programme that is outside the compulsory elements contained in the science and curriculum (see above). Pupils cannot be withdrawn from any teaching which is part of the National Curriculum for Science. Sex education is not compulsory in primary schools but we believe age appropriate awareness and content is essential in supporting children in making choices which will keep them safe.

“Sex Education is not compulsory in primary schools” although, “the Department continues to recommend...that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils” (DfE guidance page 23)

- 9.2 Parents who wish to withdraw their child are invited to see the PSHE Lead and Headteacher/Deputy Head who will explore the concerns of the parents/carers and the possibility of adjusting the programme of study or approach. They will also discuss the impact that withdrawal may have on the child.
- 9.3 We would like to make it clear that if pupils are withdrawn from RSE lessons but ask questions at other times, these questions will be answered honestly by staff, in line with their usual approach to questions from children.

“The right of withdrawal should not affect spontaneous discussion or the honest answering of questions that arise naturally in other curriculum areas” (D.F.E.S Circular 5/94)

- 9.4 The school is committed to working in partnership with parents and places the utmost importance on sharing equal and joint responsibility with parents for the children’s personal, social, health education. Children will always be encouraged to talk about and discuss issues and learning at home and staff are always available to discuss any queries that parents may have.



9.5 By working in partnership, home and school can combine to provide the most effective RSE possible. Parents' views and opinions are always welcomed.

9.6 To promote this, we:

- Inform parents about the school's RSE policy and practice;
- Answer any questions that parents may have about the SRE RSE of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for RSE in the school;
- Inform parents about the best practice known with regard to RSE so that the teaching in school supports the key messages that parents and carers give to children at home.

9.7 Parents and Carers are informed that they have the right to withdraw their children from sex education lessons.

9.8 Parents and Carers will always be informed before sex education lessons are delivered to children. The teaching materials and resources are available to parents to view upon request to the PSHE no Lead

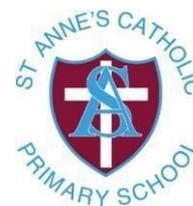
10 Responsibilities of pupils

10.1 Pupils come from a variety of backgrounds and are entitled to learn in a safe and supportive environment. Some pupils use terms associated with sexuality as a way to harass other pupils. This is unacceptable and will be dealt with as any other form of bullying through our Antbullying Policy and/or Behaviour Policy. An understanding of human difference is an important aspect of education and will be dealt with in a sensitive manner.

11 Confidentiality & Child Protection

11.1 Teachers should encourage all pupils to discuss their concerns with an appropriate adult. The negotiation of 'Ground Rules' in , RSE is important for this reason. Teachers should make it clear to pupils the level of confidentiality that they can offer.

11.2 Due to the guidelines in the Child Protection Policy, teachers cannot offer or guarantee absolute confidentiality.



11.3 Teachers need to be aware that effective RSE - which brings an understanding of what is, and what is not acceptable in a relationship, can lead to disclosure of a child protection issue. Pupils need to be reassured that their best interests will be maintained.

11.4 Teachers should consult with the school's designated safeguarding lead (DSL) for advice on all safeguarding matters. The DSL is Peter Hilton (Headteacher); the deputy DSLs are Siobhan Phelan (Deputy Head), Kat Smith and Miguel Carrascal (Assistant Heads) Debra Da Silva (SENDCo), Tracey Green (Pastoral Lead) and Lorraine Johnson (SBM).

11.5 All outside agencies working in school to support the RSE programme and other curriculum areas will adhere to this policy to ensure that sessions they deliver are respectful of the teaching of the Catholic Church

12 Role of Head teacher and Governors

12.1 It is the responsibility of the Head teacher and Governors to ensure that both staff and parents/carers are informed about our RSE policy, and that the policy is implemented effectively. It is also the Head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can deliver RSE effectively.

12.2 The Head teacher liaises with external agencies including the Diocese regarding the schools RSE programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.

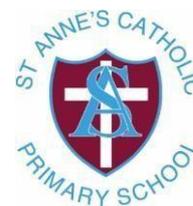
12.3 The Head teacher will report to governors, when requested, on the effectiveness of the policy.

13 Responsibilities of Staff and Governors

13.1 The governing body is responsible for:

- Authorising the RSE policy, and any subsequent reviews of the policy, and ensuring that the terms and ethos of this policy are followed;
- Monitoring the RSE policy on a biannual basis. This committee reports its findings and recommendations to the full governing body, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the RSE programme.

13.2 The PSHE Lead is responsible for:



- Writing and updating the RSE policy and scheme of work in collaboration with the RE Lead in light of initiatives and change;
- Monitoring the development of the subject throughout the school;
- Guiding and supporting teachers in this subject, and to include refresher training for; RSE
- Monitoring the effectiveness of the planned and delivered curriculum for RSE The PSHE Coordinator will monitor RSE on an annual basis;
- Coordinating external agency support for; RSE
- Coordinating classroom practices and guidelines across the curriculum and ensuring the development of subject skills;
- Auditing and monitoring resources throughout the school to ensure that there are sufficient age-appropriate and ability-appropriate resources for effective teaching and learning;
- Update RSE curriculum and resources, in line with updated curriculum requirements, and individual cohort needs.

13.3 The Headteacher is responsible for:

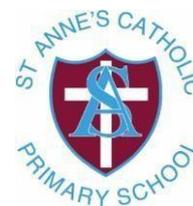
- Ensuring the terms and ethos of this policy are followed.

13.4 Other members of staff are responsible for:

- Following the terms and ethos of this policy.

14 Monitoring and review

14.1 This policy is a working document and will be reviewed every two years or earlier if necessary.

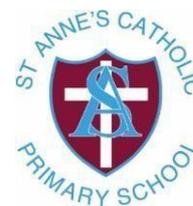


15 Related policies

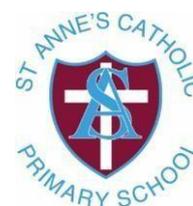
15.1 See also:

- Confidentiality;
- Equal Opportunities;
- EYFS;
- PSHE;
- RE;
- Child Protection and Safeguarding;
- Science;
- SEN;
- Teaching and Learning
- Anti-bullying

Computing and ICT



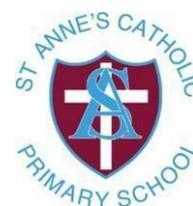
Date agreed by governing body on 10 December 2024	Signature of Chair or Vice Chair
Date agreed for review Autumn 2026	Frequency of Review Two Year
Responsibility for Review A&C Committee	



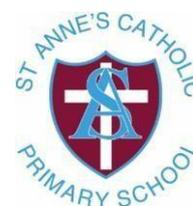
Appendix A

Statutory Relationships Education By the end of Primary school:

<p>Families and people who care for me</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
<p>Caring friendships</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.



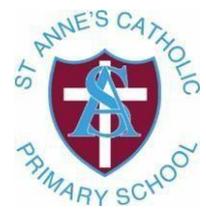
Respectful relationships	<p>Pupils should know:</p> <ul style="list-style-type: none"> the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different
	<p>choices or have different preferences or beliefs.</p> <ul style="list-style-type: none"> practical steps they can take in a range of different contexts to improve or support respectful relationships. the conventions of courtesy and manners. the importance of self-respect and how this links to their own happiness. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. what a stereotype is, and how stereotypes can be unfair, negative or destructive. the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> that people sometimes behave differently online, including by pretending to be someone they are not. that the same principles apply to online relationships as to face to-face relationships, including the importance of respect for others online including when we are anonymous. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. how information and data is shared and used online.



Being safe	<p>Pupils should know:</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.
	<ul style="list-style-type: none"> • •

Please note:

Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.



Appendix B Statutory Relationships Education requirements with delivery routes through 1decision

Relationships Education: Key stages 1 and 2 Topic 1: Families and people who care for me

 Department for Education	 PSHE Association	 5-8 portal	 8-11 portal																																																																																																														
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Relationships Education: Key stages 1 and 2 Topic 2: Caring friendships

 Department for Education	 PSHE Association	 5-8 portal	 8-11 portal																																																																																																																																								
<p>Pupils should know</p> <ul style="list-style-type: none"> how important friendships are in making us feel happy and secure, and how people choose and make friends. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><th>KS1</th><th>KS2</th></tr> <tr><td>H1</td><td>H1</td></tr> <tr><td>H5</td><td>H2</td></tr> <tr><td>H6</td><td>H4</td></tr> <tr><td>H11</td><td>H10</td></tr> <tr><td>H12</td><td>H38</td></tr> <tr><td>H13</td><td>H46</td></tr> <tr><td>H14</td><td>H47</td></tr> <tr><td>H15</td><td>H48</td></tr> <tr><td>H16</td><td>H49</td></tr> <tr><td>H17</td><td>H50</td></tr> <tr><td>H18</td><td>R1</td></tr> <tr><td>H19</td><td>R9</td></tr> <tr><td>H20</td><td>R11</td></tr> <tr><td>R1</td><td>R12</td></tr> <tr><td>R6</td><td>R17</td></tr> <tr><td>R7</td><td>R18</td></tr> <tr><td>R8</td><td>R19</td></tr> <tr><td>R9</td><td>R20</td></tr> <tr><td>R10</td><td>R21</td></tr> <tr><td>R11</td><td>R29</td></tr> <tr><td>R12</td><td>R30</td></tr> <tr><td>R24</td><td>R31</td></tr> <tr><td>R25</td><td>R32</td></tr> <tr><td>L8</td><td>R33</td></tr> <tr><td>L9</td><td>R34</td></tr> <tr><td></td><td>L8</td></tr> <tr><td></td><td>L9</td></tr> <tr><td></td><td>L10</td></tr> </table>	KS1	KS2	H1	H1	H5	H2	H6	H4	H11	H10	H12	H38	H13	H46	H14	H47	H15	H48	H16	H49	H17	H50	H18	R1	H19	R9	H20	R11	R1	R12	R6	R17	R7	R18	R8	R19	R9	R20	R10	R21	R11	R29	R12	R30	R24	R31	R25	R32	L8	R33	L9	R34		L8		L9		L10	<table border="1" style="width: 100%; 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Relationships Education: Key stages 1 and 2 **Topic 3: Respectful relationships**

 Department for Education	 PSHE Association	 5-8 portal	 8-11 portal																																																																																	
<p>Pupils should know</p> <ul style="list-style-type: none"> the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. practical steps they can take in a range of different contexts to improve or support respectful relationships. the conventions of courtesy and manners. the importance of self-respect and how this links to their own happiness. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. what a stereotype is, and how stereotypes can be unfair, negative or destructive. the importance of permission-seeking and giving in relationships with friends, peers and adults. 	<table border="1"> <tr><td>KS1</td><td>KS2</td></tr> <tr><td>R6</td><td>R1</td></tr> <tr><td>R7</td><td>R8</td></tr> <tr><td>R8</td><td>R9</td></tr> <tr><td>R9</td><td>R11</td></tr> <tr><td>R10</td><td>R12</td></tr> <tr><td>R11</td><td>R16</td></tr> <tr><td>R14</td><td>R17</td></tr> <tr><td>R18</td><td>R19</td></tr> <tr><td>R19</td><td>R20</td></tr> <tr><td>L2</td><td>R22</td></tr> <tr><td>L3</td><td>R27</td></tr> <tr><td>L6</td><td>R28</td></tr> <tr><td>L8</td><td>R29</td></tr> <tr><td>L9</td><td>R31</td></tr> <tr><td>L14</td><td>L2</td></tr> <tr><td></td><td>L3</td></tr> <tr><td></td><td>L4</td></tr> <tr><td></td><td>L11</td></tr> <tr><td></td><td>L12</td></tr> <tr><td></td><td>L13</td></tr> <tr><td></td><td>L14</td></tr> <tr><td></td><td>L15</td></tr> </table>	KS1	KS2	R6	R1	R7	R8	R8	R9	R9	R11	R10	R12	R11	R16	R14	R17	R18	R19	R19	R20	L2	R22	L3	R27	L6	R28	L8	R29	L9	R31	L14	L2		L3		L4		L11		L12		L13		L14		L15	<table border="1"> <tr><td>Keeping/Staying Safe Module</td></tr> <tr><td>• Staying Safe</td></tr> <tr><td>Relationships Module</td></tr> <tr><td>• Bullying</td></tr> <tr><td>• Friendship</td></tr> <tr><td>• Body Language</td></tr> <tr><td>• Touch</td></tr> <tr><td>Being Responsible Module</td></tr> <tr><td>• Practice Makes Perfect</td></tr> <tr><td>• Helping Someone in Need</td></tr> <tr><td>• Water Spillage</td></tr> <tr><td>• Stealing</td></tr> <tr><td>Feelings and Emotions Module</td></tr> <tr><td>• Jealousy</td></tr> <tr><td>Computer Safety Module</td></tr> <tr><td>• Computer Safety Assessment</td></tr> <tr><td>• Online Bullying</td></tr> <tr><td>• Image Sharing</td></tr> </table>	Keeping/Staying Safe Module	• Staying Safe	Relationships Module	• Bullying	• Friendship	• Body Language	• Touch	Being Responsible Module	• Practice Makes Perfect	• Helping Someone in Need	• Water Spillage	• Stealing	Feelings and Emotions Module	• Jealousy	Computer Safety Module	• Computer Safety Assessment	• Online Bullying	• Image Sharing	<table border="1"> <tr><td>Keeping/Staying Safe Module</td></tr> <tr><td>• Water Safety</td></tr> <tr><td>• Peer Pressure</td></tr> <tr><td>Growing and Changing Module</td></tr> <tr><td>• Relationships (Appropriate Touch)</td></tr> <tr><td>Being Responsible Module</td></tr> <tr><td>• Stealing</td></tr> <tr><td>• Looking Out for Others</td></tr> <tr><td>Feelings and Emotions Module</td></tr> <tr><td>• Jealousy</td></tr> <tr><td>Computer Safety Module</td></tr> <tr><td>• Online Bullying</td></tr> <tr><td>• Image Sharing</td></tr> <tr><td>A World Without Judgement Module</td></tr> <tr><td>• Breaking Down Barriers</td></tr> <tr><td>• Inclusion and Acceptance</td></tr> <tr><td>• British Values</td></tr> </table>	Keeping/Staying Safe Module	• Water Safety	• Peer Pressure	Growing and Changing Module	• Relationships (Appropriate Touch)	Being Responsible Module	• Stealing	• Looking Out for Others	Feelings and Emotions Module	• Jealousy	Computer Safety Module	• Online Bullying	• Image Sharing	A World Without Judgement Module	• Breaking Down Barriers	• Inclusion and Acceptance	• British Values
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Relationships Education: Key stages 1 and 2 **Topic 4: Online relationships**

 Department for Education	 PSHE Association	 5-8 portal	 8-11 portal																																										
<p>Pupils should know</p> <ul style="list-style-type: none"> that people sometimes behave differently online, including by pretending to be someone they are not. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. how information and data is shared and used online. 	<table border="1"> <tr><td>KS1</td><td>KS2</td></tr> <tr><td>H34</td><td>H13</td></tr> <tr><td></td><td>H42</td></tr> <tr><td></td><td>R18</td></tr> <tr><td></td><td>R19</td></tr> <tr><td></td><td>R20</td></tr> <tr><td></td><td>R22</td></tr> <tr><td></td><td>R23</td></tr> <tr><td>L7</td><td>R24</td></tr> <tr><td></td><td>R29</td></tr> <tr><td>L8</td><td>L11</td></tr> <tr><td></td><td>L12</td></tr> <tr><td></td><td>L13</td></tr> <tr><td>L9</td><td>L14</td></tr> <tr><td></td><td>L15</td></tr> <tr><td></td><td>L16</td></tr> </table>	KS1	KS2	H34	H13		H42		R18		R19		R20		R22		R23	L7	R24		R29	L8	L11		L12		L13	L9	L14		L15		L16	<table border="1"> <tr><td>Computer Safety Module</td></tr> <tr><td>• Online Bullying</td></tr> <tr><td>• Image Sharing</td></tr> <tr><td>• Making Friends Online</td></tr> <tr><td>• Computer Safety Documentary</td></tr> </table>	Computer Safety Module	• Online Bullying	• Image Sharing	• Making Friends Online	• Computer Safety Documentary	<table border="1"> <tr><td>Computer Safety Module</td></tr> <tr><td>• Online Bullying</td></tr> <tr><td>• Image Sharing</td></tr> <tr><td>• Making Friends Online</td></tr> <tr><td>• Adults' and Children's views</td></tr> </table>	Computer Safety Module	• Online Bullying	• Image Sharing	• Making Friends Online	• Adults' and Children's views
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Relationships Education: Key stages 1 and 2 Topic 5: Being safe



Department
for Education



PSHE
Association



5-8 portal



8-11 portal

<p>Pupils should know</p> <ul style="list-style-type: none"> what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. how to recognise and report feelings of being unsafe or feeling bad about any adult. how to ask for advice or help for themselves or others, and to keep trying until they are heard. how to report concerns or abuse, and the vocabulary and confidence needed to do so. where to get advice e.g. family, school and/or other sources. 	<p>KS1</p> <p>H1 H2 H3 H4 H5 H6 H7 H8 H10 H25 H26 H33 H36 R9 R18 R19 R20</p>	<p>KS2</p> <p>H1 H2 H3 H4 H5 H6 H7 H8 H10 H20 H21 H22 H30 H31 H32 H33 H34 H35 H36 R9 R24 R25 R26 R27 R28 R29</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; background-color: #90EE90;">Keeping/Staying Safe Module</p> <ul style="list-style-type: none"> Keeping/Staying Safe Assessment Staying Safe </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; background-color: #FFDAB9;">Relationships Module</p> <ul style="list-style-type: none"> Relationships Assessment Bullying Touch </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; background-color: #ADD8E6;">Feelings and Emotions Module</p> <ul style="list-style-type: none"> Feelings and Emotions Assessment Jealousy Worry <p style="text-align: right; font-size: small; background-color: #ADD8E6; padding: 2px;">4 x Relaxation videos appear in this module</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; background-color: #9370DB;">Computer Safety Module</p> <ul style="list-style-type: none"> Online Bullying Image Sharing Making Friends Online Computer Safety Documentary </div> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; background-color: #DC143C;">Fire Safety Module</p> <ul style="list-style-type: none"> Texting Whilst Driving </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; background-color: #90EE90;">Keeping/Staying Safe Module</p> <ul style="list-style-type: none"> Keeping/Staying Safe Assessment Peer Pressure Water Safety </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; background-color: #FFDAB9;">Keeping/Staying Healthy Module</p> <ul style="list-style-type: none"> Smoking Alcohol </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; background-color: #FFA07A;">Growing and Changing Module</p> <ul style="list-style-type: none"> Growing and Changing Assessment Relationships (Appropriate Touch) Conception </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; background-color: #DC143C;">Being Responsible Module</p> <ul style="list-style-type: none"> Looking Out for Others </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; background-color: #ADD8E6;">Feelings and Emotions Module</p> <ul style="list-style-type: none"> Worry </div> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; background-color: #9370DB;">Computer Safety Module</p> <ul style="list-style-type: none"> Online Bullying Image Sharing Making Friends Online </div>
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Please view the DfE's guidance and PSHE Association's guidance for further information on Relationships Education and Health Education.

Appendix C Life to the Full Modules used to deliver Statutory Relationships Education (highlighted)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	LttF – Module 1 Unit 1 Let the Children Come	1D – Keeping/Staying Healthy Unit Baseline Assessment	1D – Relationships Unit Baseline Assessment	LttF – Module 3 Unit 2 The Communities We Live In	1D – Feelings and Emotions Unit Baseline Assessment	1D - Computer Safety Unit Baseline Assessment
	1D – Keeping/Staying Safe Unit Baseline Assessment			1D – Being Responsible Unit Baseline Assessment		1D – Online Bullying
	1D – Road Safety	1D – Washing Hands	1D – Friendship	1D – Jealousy	1D – Our World – Unit Baseline Assessment	
			1D – Water Spillage	1D – Growing in Our World		

Year 2	LttF – Module 2 Unit 1 God Loves You	1D – Healthy Eating	1D – Bullying	1D – Practice Makes Perfect	1D – Worry	LttF – Module 3 Unit 1 Session 2 – Who Is My Neighbour? 1D – Image Sharing
	1D – Tying Shoelaces	1D - Brushing Teeth	1D - Body Language	1D – Helping Someone in Need		1D - Anger

	1D – Living in our World		1D – Working in Our World			1D – Our World Unit Summative Assessment
Year 3	1D – Staying Safe	1D – Medicine	1D – Stealing	LttF – Module 1 Unit 1 Get Up!	LttF – Module 2 Unit 1 Jesus, My Friend	LttF – Module 3 Unit 2 How Do I Love Others?
	1D – Leaning Out of Windows	1D – Keeping/Staying Healthy Unit Summative Assessment	1D – Being Responsible Unit Summative Assessment	1D – Making Friends Online	1D – Computer Safety Documentary	1D – Hazard Watch (Stand-alone unit)
	1D – Keeping/Staying Safe Unit Summative Assessment	1D - Touch	1D - Grief			
		1D – Relationships Unit Summative Assessment	1D – Feelings and Emotions Unit Summative Assessment			
Year 4	LttF – Module 1 Unit 3 What Am I Feeling?	1D – Keeping/Staying Healthy Unit Baseline Assessment	1D – Being Responsible Unit Baseline Assessment	LttF – Module 1 Unit 3 What Am I Looking At?	1D – Computer Safety Unit Baseline Assessment	1D – A World Without Judgement Unit Baseline Assessment
		1D – Healthy Living			1D – Online Bullying	
		1D – Growing and Changing Unit Baseline Assessment				
	1D – Keeping/Staying Safe Unit Baseline Assessment	1D – Relationships (Appropriate Touch)	1D – Coming Home on Time	1D – Feelings and Emotions Baseline Assessment	1D – The Working World Unit Baseline Assessment	1D – Breaking Down Barriers

	1D – Cycle Safety			1D - Jealousy	1D – Chores at Home	
Year 5	LttF – Module 1 Unit 1 Calming the Storm	1D – Smoking (Adults’ Views & Children’s Views) or / and CWP – Smoking	LttF – Module 1 Unit 3 Body Image	LttF – Module 1 Unit 3 I Am Thankful!	1D – Image Sharing (Adults’ Views & Children’s Views)	1D – Enterprise (Adults’ Views & Children’s Views)
	1D – Peer Pressure (Adults’ Views & Children’s Views)		1D – Looking Out for Others (Adults’ Views & Children’s Views)			
		1D – Puberty (Adults’ Views & Children’s Views)		1D – Anger (Adults’ Views & Children’s Views)	LttF – Module 2 Unit 2 Friends, Family and Others	1D – Inclusion and Acceptance (Adults’ Views & Children’s Views)
Year 6	LttF – Module 2 Unit 2 Do You Want A Piece of Cake?	1D – Alcohol or / and CWP – Alcohol	1D – Conception or / and	LttF – Module 2 Unit 2 Self-Talk	1D – Worry	LttF – Module 3 Unit 2 Reaching Out
			LttF – Module 1 Unit 4 Session 1 – Making Babies – Part 1 Session 2 – Making Babies – Part 2			1D – Feelings and Emotions Unit Summative Assessment
	1D – Water Safety	LttF – Module 1 Unit 3 Peculiar Feelings		1D – Stealing	1D – Making Friends Online	1D – The Working World Unit Summative Assessment
						1D – British
	1D – Keeping/Staying Safe Unit Summative Assessment	1D – Keeping/Staying Healthy Unit Summative Assessment	1D – Growing and Changing Unit Summative Assessment	1D – Being Responsible Unit Summative Assessment	1D – Computer Safety Unit Summative Assessment	Values
						1D – A world Without Judgement Unit Summative Assessment

