

Angram Bank Primary School



RSHE Policy

Responsibility:	Governors & SLT
Date of last review:	Autumn 2021
Date of next review:	Autumn 2023



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Policy Development

This policy has been developed in consultation with staff; including governors and parents.

The consultation and policy development process involved the following steps:

Review

- The RSHE lead and headteacher gathered all relevant information from the National Framework and local guidance- Sheffield Primary RSHE Curriculum.

Staff Consultation

- All teaching staff attended training from the Sheffield Primary RSHE Curriculum lead.
- The headteacher, RSHE lead and an assistant head attended the SLT leadership training for the Sheffield Primary RSHE Curriculum.
- All teaching staff were given the opportunity to discuss the information from the training and any questions were answered.
- All staff have looked at the policy and made recommendations and agreements to the terms set out in this policy.

Parent Consultation

- Parents were consulted by a letter informing them of the new RSHE curriculum at Angram Bank Primary School.
- Parents were also given the opportunity to express their views through an online survey where actions were responded to.

Approval

- Once amendments were made, the policy was shared with and approved by governors.

Definition- RSHE

Relationships Education:

- How to building positive and healthy relationships with friends and family members.
- How to build respect for others.
- Acknowledging online relationships and how to keep safe.
- Supporting positive emotional and mental wellbeing.
- Staying safe

Sex Education:

- Relationships and health, including puberty. The delivery of these lessons will be age appropriate for all year groups.

Health Education:

- Teaching the characteristics of good physical health and mental wellbeing.

Statutory Guidance and Legislation

The Relationships Education, Relationships and Sex Education (RSHE) and Health Education statutory guidance update (July 2020) and regulations made under sections 34 and 35 of the Children and Social Work Act 2017 make it clear that as of September 2020, the Health Education and Relationships Education for primary age children and the Relationships, Sex and Health Education aspects of PSHE education for secondary age children are now compulsory in all schools.

As a primary school we must provide Relationships Education to all pupils as per section 34 of the Children and Social work act 2017. We follow the National Curriculum and teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSHE, we are required to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Angram Bank Primary School, we teach RSHE as set out in this policy.

Intent, Implementation and Impact

Intent:

- Foundation Stage children will begin forming positive relationships through the teaching of the Prime Areas of Learning. This will set the foundations ready for the teaching of RSHE in KS1.
- All KS1 and KS2 children (including SEND) will have a planned, sequenced framework about; family, friends, community, mental and physical health and growing up.
- The sequence will meet the requirements of the statutory framework (September 2020).
- Pupils will be taught the correct vocabulary to describe themselves and their bodies.
- High expectations of behaviour, interpersonal relationships, respect and tolerance of others will allow all children to access the RSHE curriculum.
- At Angram Bank RSHE has a key part to play in the personal, social, moral and spiritual development of young people.

Implementation:

- Staff continue to receive in-house CPD training to support them in responding to the needs of individual children and to support children with any questions or concerns they may have.
- If staff feel uncomfortable or unsure when delivering the RSHE curriculum or dealing with individual pupil needs, they know where to seek advice and support.
- All planning will be at the appropriate developmental stage and will be appropriate to the age and maturity of the child.
- Children are taught by familiar adults who they have a good rapport with, in order to facilitate constructive and supportive discussions around sensitive topics in a safe and secure environment.
- We have high expectations of behaviour, interpersonal relationships, respect and tolerance of others which reflects the British Values upheld in both our community and the wider world.

Impact:

- Pupils will develop feelings of self-respect, confidence and empathy.
- We continuously assess the implementation and impact of our RSHE curriculum in order to achieve the highest outcomes possible across all year groups.
- Pupils will be prepared for puberty, giving them an understanding of sexual development and the importance of health and hygiene.
- Children will become confident individuals who have positive body awareness, an in-depth knowledge of how to keep themselves safe and healthy.
- Children will, through respect, tolerance and understanding, forge and maintain positive relationships with a diverse range of family and friendship groups.

Roles and Responsibilities

The Governors at Angram Bank Primary School have approved the RSHE policy, and hold the Headteacher and RSHE lead to account for its implementation.

The Headteacher and RSHE Lead are responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSHE.

Training

It is important that all school staff feel comfortable and confident in planning and delivering RSHE.

All teaching staff have received training in line with the Sheffield Primary RSHE Curriculum.

The Headteacher, RSHE Leader and SENCO have all attended Senior Leadership Training for the Sheffield Primary RSHE Curriculum.

There will be regular professional development training in how to deliver relationships and sex education.

Staff can access useful links and resources through the Google Drive provided by the Sheffield Primary RSHE curriculum.

Monitoring Arrangements

The delivery of RSHE is monitored by the Headteacher, RSHE lead and the wider Senior Leadership team through;

- Teacher conversations
- Lesson visits
- Pupil conversations
- Work scrutiny

Delivery of RSHE

All teachers have had the training given by Sheffield Primary RSHE Curriculum lead and they are responsible for:

- Delivering RSHE in an age appropriate, sensitive manner.
- Monitoring progress effectively.
- Responding to pupils whose parents wish them to be withdrawn by directing them to the appropriate paper work.

For children with special educational needs and/or disability (SEND), learning is differentiated using the same quality first teaching strategies for other curriculum areas. For individual children with specific needs, the content and sequence of the curriculum is shaped to meet their specific needs at different developmental stages.

Individuals responsible for teaching RSHE at Angram Bank Primary School:

<u>Staff Member</u>	<u>Role</u>	<u>Year Group</u>
Andrea Carr	Headteacher	All
Tracey Hotchkiss	Teacher	FS1
Jodie Hotchkiss	Teacher	FS2
Molly Overton	Teacher	Y1
Gemma Bell	Teacher and Assistant Head	Y2
Amy Holmshaw	Teacher	Y2
Katie Whitham	Teacher	Y3
Jack Bunting	Teacher	Y4
Rebecca Leesley	Teacher	Y5
Hayley Matthews	Teacher	Y6
Zoe Heath	Teacher, SENCo and Assistant Head	Y6
Sandra Hope	Teacher and Assistant Head	Y6

Curriculum

At Angram Bank Primary School we are following the Sheffield Primary RSHE Curriculum. This has been designed and reviewed through consultations with a wide range of stakeholders across Sheffield, including;

- Faith leaders,
- Communities leaders
- SACRE (Standing Advisory Council on Religious Education)
- Charities: SayIt, Sheffield Futures, Crest etc.
- Sheffield and Sheffield Hallam Universities
- Parents
- NHS staff
- Young People
- Sheffield City Council
- Learn Sheffield
- Public Health
- Schools: Staff and governors

Curriculum Overview

Sheffield RSHE, PSHE and Citizenship Learning Journey

- A broad outline of the topics that are covered in each strand of the curriculum.
- Progression of skills
- Can be used to map-out RSHE, PSHE and Citizenship over time



Sheffield ILS eLearning Service

Improving outcomes. Embracing technology

Family		Friends		Community	
KS1	<ul style="list-style-type: none"> - Understand own family - Know that we should feel safe and receive kindness when with our families (although not everyone does) - Understand acceptable behaviour at home and at school - Understand that families change - Practice saying no (consent) - Know how to report concerns - Understand that families are diverse 	KS1	<ul style="list-style-type: none"> - Learn how to be a kind friend - Identify the features of good friends - Identify 'bossy' friendships - Identify bullying 	KS1	<ul style="list-style-type: none"> - Contribute to a happy school - Consider their wider community - Understand the equality of expectations for boys and girls - Learn about gender (boys, girls and gender expectations)
LKS2	<ul style="list-style-type: none"> - Understand the way that families can change (including bereavement) - Appreciate that there are cultural differences between families in their communities - Know that boys and girls should be treated equally 	LKS2	<ul style="list-style-type: none"> - Choose healthy friendships - Understand that friends are diverse - Learn how to resolve conflict - Including people who are in minority groups - Understanding what 'non-binary' means 	LKS2	<ul style="list-style-type: none"> - Consider their place within a happy and fair world - Explore feelings of belonging - Learn how to contribute to society
UKS2	<ul style="list-style-type: none"> - Discuss the reason why people get married - Learn how to disagree and listen to opposing views with respect - Understand that families are highly varied and that the differences between people should be accepted and celebrated 	UKS2	<ul style="list-style-type: none"> - Appreciate the ongoing complexity of close friendships - Celebrate difference - Identify manipulation tactics - Learn to stand up for our own interests - Identify and challenge bullying and stereotypes - Accept and celebrate difference - Begin to understand gender identity and sexual orientation 	UKS2	<ul style="list-style-type: none"> - Understand the history of prejudice and discrimination - Learn how to stand up to prejudice - Learn about impairments and the way to treat disabled people with respect - Understand the importance of money and how to use it wisely - Explore the inequalities created by unequal distribution of wealth - Explore what does it mean to be British



Sheffield ILS eLearning Service

Improving outcomes. Embracing technology

Mental Wellbeing		Physical health		Growing up	
KS1	<ul style="list-style-type: none"> - Talk about feelings - Consider the range of moods that we experience - Resolve arguments - Begin to gain a sense of self 	KS1	<ul style="list-style-type: none"> - Learn how to exercise - Identify healthy foods - Learn how to keep clean - Identify and avoid dangers 	KS1	<ul style="list-style-type: none"> - Learn how our bodies change over time (Linked to science)
LKS2	<ul style="list-style-type: none"> - Manage feelings - Understand the causes and barriers to our own happiness 	LKS2	<ul style="list-style-type: none"> - Appreciate the importance of exercise - Appreciate the importance of a healthy diet - Understand issues relating to hygiene and illness 	LKS2	<ul style="list-style-type: none"> - Be able to access to information about periods should they need to
UKS2	<ul style="list-style-type: none"> - Develop empathy for other people in the world - Understand mental wellbeing - Resolve conflicts - Understand the causes of our emotions - Explore self-identity 	UKS2	<ul style="list-style-type: none"> - Critique beauty standards and expectations and the effect these have on mental health - Understand that we need to balance long term happiness with short term enjoyment - Have a thorough understanding of diet and exercise - Appreciate the significance to health of hygiene and illness - Learn about the dangers of drugs, alcohol and tobacco - Learn how to verify health information - Identify and manage hazards and risk - Learn key life-saving skills 	UKS2	<p>Puberty</p> <ul style="list-style-type: none"> - Understand physical changes including identifying body parts - Understand emotional changes - Understand the importance of hygiene during puberty - Understand the process of menstruation <p>Optional</p> <ul style="list-style-type: none"> - Learn how sexual reproduction can lead to childbirth

Parents Right to Withdraw

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

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

If a parent wishes to have their child withdrawn from sex education, they are required to put the request in writing, addressed to the headteacher. The headteacher will meet face to face to discuss the request with parents, and as appropriate with the child to ensure that their wishes are heard and understood. The purpose of the meeting is to clarify the nature and purpose of the curriculum and understand the reasons for the request for withdrawal.

A record of the meeting will be taken including the final agreed decision, which will be shared with the child's class teacher. Class teachers will ensure appropriate alternative work will be given to pupils who are withdrawn from RSE.

Appendix 1: Content and Progression



KS1 - Exemplar Long Term Plan - RSHE

	Y1	Y2
Autumn 1		C1) How do we make a happy school? C2) Who lives in my neighbourhood? Os3) Online strangers [P1]
Autumn 2	Fr1) Who is my friend? P1) How do I help my body stay healthy?	Fr4) How do we stop bullying? Os2) Personal information [S1]
Spring 1	M1) Where do feelings come from? P2) How do I decide what to eat?	Fa2) Do Families always stay the same? Fa3) How should families treat each other? P3) How do we stop getting ill?
Spring 2	Fa1) Who's in my family? Os1) Screen time [L1]	Fa4) When should I say no? Fa5) Who owns my body? I do! G1) How bodies change as we get older (link with science)
Summer 1	Fr2) What makes a good friend? Fr3) Should friends tell us what to do?	Os4) Fake News [N1] M2) Who am I? P4) How can I stay safe?
Summer 2	M3) What helps me to be happy?	C3) What makes a boy or a girl? Fa6) Are all families the same?

LKS2 - Exemplar Long Term Plan - RSHE

	Y3	Y4
Autumn 1	Er1) What makes a good friend? Os1) Online strangers [P1] Os2) Sharing Online [P2]	Er2) Are all friends the same? Fr3) Are friendships always fun? M2) Are we happy all the time?
Autumn 2	Fa1) Do Families always stay the same? Fa2) Are all families like mine?	C1) How do we make the world fair? C2) Where do you feel like you belong? C3) How can we help the people around us?
Spring 1	M1) How do I manage my feelings? P1) How do I keep my body healthy? P2) How do I get a healthy diet?	Os5) Digital Media [N1] Os6) Verifying content and echo chambers [N3]
Spring 2	Os3) Friendship Online [S1]	Fa3) How should we treat people who are different?
Summer 1	Os4) Personal Information [C2] P3) How do I stop getting ill?	*
Summer 2	*	*

*Because there is much more content to cover in year 5 and 6, schools may decide to begin UKS2 units in LKS2. In the next edition of the Sheffield RSHE curriculum, it is intended to spread the content out more evenly between the KS2 year groups.

UKS2 - Exemplar Long Term Plan - RSHE

	Y5	Y6
Autumn 1	<p>Fa1) Why do some people get married?</p> <p>Fa2) Are families ever perfect?</p> <p>Os1) Control and consent [S1]</p> <p>Os2) Protecting our identity [P1]</p>	<p>Os6) Bias [N2]</p> <p>Os7) Echo Chambers [N5]</p> <p>Fr5) What are stereotypes?</p> <p>Fr6) How do I accept my friends for who they are?</p>
Autumn 2	<p>Fr1) What makes a close friend?</p> <p>M1) Does everybody have the same feelings?</p>	<p>C1) What is prejudice?</p> <p>C2) What is the history of prejudice?</p> <p>C3) What should I do if I encounter prejudice?</p>
Spring 1	<p>Fr2) Can we be different and still be friends?</p> <p>Fr3) Should friends tell us what to do?</p> <p>P1) Is there such a thing as the perfect body?</p>	<p>Sx1) How do plants and animals reproduce? (N.B. Taught through science - does not include sexual intercourse)</p> <p>C4) How can I be a great citizen?</p> <p>CS) Why is money important?</p>
Spring 2	<p>Os3) Meeting strangers online [P4]</p> <p>Os4) Personal information, terms and conditions [C2]</p> <p>M2) Should we be happy all the time?</p> <p>M3) Why do we argue?</p>	<p>P4) Why do some people take drugs?</p> <p>P5) Where should I get my health information?</p> <p>P6) How do I save a life?</p>
Summer 1	<p>P2) How can I stay fit and healthy?</p> <p>P3) Can I avoid getting ill?</p> <p>M4) Who am I?</p> <p>Fa3) Is there such a thing as a normal family?</p>	<p>Os8) Does the internet make us happy? [L1]</p> <p>C6) Who belongs in our country?</p> <p>C7) What does it mean to be British?</p>
Summer 2	<p>Fr4) Why are some people unkind?</p> <p>Os5) Analysing Digital Media [N1]</p> <p>G4) What is Menstruation? **</p>	<p>G1) How will my body change as I get older?</p> <p>G2) How will my feelings change as I get older?</p> <p>G3) How will I stay clean during puberty?</p> <p>Sx2) Optional lesson on sexual reproduction (N.B. Not statutory)</p>

**NHS staff recommend that this is taught in year 5, ahead of other information about puberty, as around 10% of females will begin menstruating before the end of primary school

RSHE Vocabulary

Key Stage 1

Lesson title

Vocabulary

Relationships-Family

Fa1) Who's in my family?

people, roles, change, loss

Fa2) Do Families always stay the same?

change, moving, forever,
feelings

Fa3) How should families treat each other?

responsibility, kindness

Fa4) When should I say no?

consent, private,
permission

Fa5) Who owns my body? I do!

trusted adult, secret,
surprise, worried

Fa6) Are all families the same?

normal, different, religion,
culture, gender

Relationships-Friends

Fr1) Who is my friend?

friend, family, stranger,
acquaintance, member of
my community

Fr2) What makes a good friend?

kind, sorry, apologise,
difference, different,
feelings, thoughts, opinions,
perfect, team

Fr3) Should friends tell us what to do?

include, exclude, leave out,
respect, listening, polite

Fr4) How do we stop bullying?

bullying, physical,
emotional, group, disability,
minority

Living in the wider world-Community	
C1) How do we make a happy school?	rules, right, wrong
C2) Who lives in my neighbourhood?	community, different
C3) What makes a boy or a girl?	penis, vagina, boy, girl, non-binary
Online Safety	
Os1) Screen Time [L1]	screen, connect, active, creative
Os2) Personal information [S1]	personal, information, private
Os3) Online strangers [P1]	truth, private, personal, information
Os4) Fake News [N1]	internet, information, money, fake
Health and Wellbeing -Mental Wellbeing	
M1) Where do feelings come from?	angry, happy, nervous, scared, sad, calm, surprised
M2) Who am I?	pride, unique,
M3) What helps me to be happy?	feelings, online, offline, activities, hobbies, sleep, physical exercise, indoors, outdoors
Health and Wellbeing -Physical Health	
P1) How do I help my body stay healthy?	exercise, diet, sleep, brushing, teeth
P2) How do I decide what to eat?	diet, healthy, unhealthy, fruit, vegetable, energy, Halal, Kosher
P3) How do we stop getting ill?	teeth, dentist, clean, wash, disease, germs

P4) How can I stay safe?	chemical, medicine, needles, railway, emergency, police, fire brigade, ambulance
Growing Up-Growing	
G1) How bodies change as we get older (link with science) Will I always be a child?	change, age, baby, child, teenager, adult, elderly,

Lower Key Stage 2	
Lesson title	Vocabulary
Relationships-Family	
Fa1) Do Families always stay the same?	foster care, adoption, divorce, break-up, death, grief, illness, disability
Fa2) Are all families like mine?	religion, skin colour, Islam, Muslim, mosque, prayers, represent, discrimination, same sex
Fa3) Are boys and girls the same?	gender, stereotype, sexism bullying, disability, diversity, religion
Relationships-Friends	
Fr1) What makes a good friend?	happy, safe, trust, respect, honesty, kindness, generosity, interests, experiences, support, problems, welcome
Fr2) Are all friends the same?	Ramadan, Islam, Muslim, biological sex (in terms of male and female), same-sex,

	gay, straight, bullying, discrimination, non-binary, gender
Fr3) Are friendships always fun?	disagreement, positive and negative emotions, perfect, compromise
Living in the wider world-Community	
C1) How do we make the world fair?	rules, laws, government, vote, rights, police, fair, equal, equality
C2) Where do you feel like you belong?	community, citizen, support, belong, adoption, same-sex, gay, straight
C3) How can we help the people around us?	community, responsibility, acts of kindness
Online Safety	
Os1) Online strangers [P1]	strangers, online, deception, social media
Os2) Sharing Online [P2]	personal, information, privacy, stranger, trust
Os3) Friendship Online [S1]	social media, kindness, cyberbullying, friendship, pressure, behaviour
Os4) Personal Information [C2]	personal, information, identities
Os5) Digital Media [N1]	digital literacy, analyse, content, media, headlines, features, tabloid, broadsheet
Os6) Verifying content and echo chambers [N3]	content, media, advertising, fake news, theories
Health and Wellbeing -Mental Wellbeing	

M1) How do I manage my feelings?	responsibility, anger, happiness, nervousness, fear, surprise, sadness, grief, blame, guilt, ashamed, regret, apologise, stress
M2) Are we happy all the me?	feelings, emotions, sadness, depression, anger, happiness, love, self-esteem
Health and Wellbeing -Physical Health	
P1) How do I keep my body healthy?	active, healthy, exercise, food, nutrition, diet, sugar, fat, protein, vitamins, balance
P2) How do I get a healthy diet?	
P3) How do I stop getting ill?	germs, bacteria, virus, hygiene, infection
Growing Up-Growing	
G1) What is a period?	menstrua on, periods, vagina

Upper Key Stage 2	
Lesson title	Vocabulary
Relationships-Family	
Fa1) Why do some people get married?	marriage, wedding, ceremony, gay

Fa2) Are families ever perfect?	consent, secrets, surprises, unwanted, fault
Fa3) Is there such a thing as a 'normal' family?	difference, conventional
Relationships-Friends	
Fr1) What makes a close friend?	kindness, friendship, inclusion, transition
Fr2) Can we be different and still be friends?	jealousy, betrayal, different, excluding, including,
Fr3) Should friends tell us what to do?	friendship, boundaries, manipulation tactics, relationship, controlling, consent, dares, peer-pressure
Fr4) Why are some people unkind?	bullying, cyber-bulling, discrimination, insecurities, fear, anger
Fr5) What are stereotypes?	gender stereotypes, male, female, man, woman, sexism
Fr6) How do I accept my Friends for who they are?	Gender, male, female, intersex, non-binary, lesbian, gay, bisexual, transgender, sexual orientation
Living in the wider world-Community	
C1) What is prejudice? prejudice?	race, racism, segregation, discrimination, prejudice, equality act, gender, sexual orientation, homophobic
C2) What is the history of prejudice?	Race, racism, segregation, discrimination, prejudice,

	equality act, gender, sexual orientation, homophobic
C3) What should I do if I encounter	race, racism, discrimination, prejudice, equality act, gender, sexual orientation, homophobic
C4) How can I be a great citizen?	citizen, disabled people, disability, community, society, built environment
C5a) Why is money important?	poverty, inequality, privilege
C5b) How should I spend my money?	debt, earn, salary, tax
C6) What makes us feel like we belong?	rights, refugees, asylum seekers, migration, immigrant
C7) What does it mean to be British?	culture, religion, language
Online Safety	
Os1) Control and consent [S1]	control, consent, social media, manipulation, public, private, pressure
Os2) Protecting our identity [P1]	personal, information, identity, protect, privacy, valuable, sensitive
Os3) Meeting strangers online [P4]	Strangers, social media, passwords, manipulation, catfish, deception, vulnerable
Os4) Personal Information, terms and conditions [C2]	personal, information, terms and conditions, social media, advertisement

Os5) Analysing Digital Media [N1]	analyse, digital, media, literacy, headline, broadsheet, tabloid, links, clickbait, compare
Os6) Bias [N2]	
Os7) Echo Chambers [N5]	Echo chamber, bias, groups, viewpoints, propaganda
Os8) Does the internet make us happy? [L1]	social media, anxiety, jealous, insecure, vulnerable, analyse
Health and Wellbeing -Mental Wellbeing	
M1) Does everybody have the same feelings?	angry, anxious, worried, frustrated, confused, emotional reaction
M2) Should we be happy all the time?	loss, separation, divorce, bereavement, managing impulsivity, restraint, self-control
M3) Why do we argue?	listen, respond, impulsivity conflict, resolve, resolution, triggers, restraint, self-control
M4) Who am I?	identity, emotions
Health and Wellbeing -Physical Health	
P1) Is there such a thing as the perfect body?	body image, self-esteem, unrealistic, expectations, insecurity
P2) How can I stay fit and healthy?	

P3) Can I avoid getting ill?	oral hygiene, flossing, tooth decay, plaque
P4) Why do some people take drugs?	drugs, illegal, alcohol, tobacco, cigarettes, addictive, addiction
P5) Where should I get my health information?	Verify, misinformation, fake news, genuine, accurate,
P6) How do I save a life?	danger, hazard, environment
Growing Up-Growing	
G1) How will my body change as I get older?	puberty, testicles, penis, Adam's apple, erection, ejaculation, vagina, vulva, clitoris, discharge, menstruation, period, wet dream
G2) How will my feelings change as I get older?	hormones, moods, anxiety, insecurity, self-conscious, risk
G3) How will I stay clean during puberty?	hygiene, sweat glands, smegma, genitals, bacteria, essential, luxury, poverty
G4) What is Menstruation?	menstruation, menstruator, periods, vagina, vulva, ovaries, ovum, hormones, uterus
Sexual reproduction Sx1) How do plants and animals reproduce? (Taught through science) (N.B. does not include sexual intercourse)	

Appendix 2: End point for the end of primary school

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

Families and people who care for me	<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.
Caring friendships	<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

	<p>friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <ul style="list-style-type: none"> • 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.
<p>Respectful relationships</p>	<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. 13 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. 22 • 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.
<p>Online relationships</p>	<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.

	<ul style="list-style-type: none"> • 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.

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Appendix 3: Parent Form: Withdraw from the Sex Education within RSHE



ANGRAM BANK PRIMARY SCHOOL

Kinsey Road, High Green, Sheffield, S35 4HN

Telephone: 0114 2848553/Fax: 0114 2846894

Headteacher: Mrs Andrea Carr

Where learning, fun and friendship meet

TO BE COMPLETED BY PARENT/CARER

<u>Name of Child:</u>		<u>Class:</u>	
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<u>Name of Parent:</u>		<u>Date:</u>	
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Reason for withdrawing from sex education within relationships and sex education:

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Any other information you would like the school to consider:

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Parent Signature:

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TO BE COMPLETED BY SCHOOL

Agreed actions from discussion with parents:

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Headteacher Signature:

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