



## Field Lane J, I & N School

# Relationships and Health Education Policy

**Approved by:** School Governing Board

**Reviewed by:** Senior Leadership Team

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## 1. Aims

The aims of RHE at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare learners for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help learners develop feelings of self-respect, confidence and empathy
- Create a positive culture around relationships
- Teach learners the correct vocabulary to describe themselves and their bodies (from Y4)

## 2. Statutory requirements

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#). We do not have to follow the National Curriculum but we are expected to offer all learners a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

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

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Field Lane J I & N School we teach RSE as set out in this policy.

## 3. Policy Development

This policy has been developed in consultation with the relevant key stakeholders. The consultation and policy development process involved the following steps:

1. Review – a working group of staff members gathered all relevant information including national and local guidance
2. Staff consultation – school staff were given the opportunity to make recommendations
3. Our governing board working group had the opportunity to make recommendations

4. Ratification – following the consultation with stakeholders, amendments were made and the policy was shared with the governing board and ratified

#### **4. Definition**

RSE is about the emotional, social and cultural development of children, and involves learning about relationships, healthy lifestyles, puberty, diversity and personal identity. It involves a combination of sharing information, and exploring issues and values. It is not about the promotion of sexual activity.

#### **5. Curriculum**

Our Relationships and Health Education (Personal Development) curriculum is set out as per Appendix 1, but is adapted as and when necessary. When developing the curriculum, we have taken into account the age, developmental stage, needs and feelings of our learners. If learners ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that they are informed and do not seek answers online.

**We teach sex education content only as required by the statutory science curriculum** (Appendix 5). Primary sex education is not compulsory in primary schools and at Field Lane, we do not cover any additional content on sex education. Our focus is on preparing boys and girls for the changes that adolescence brings. Learners in Y5 and Y6 receive stand-alone, single-sex sessions about puberty delivered by teachers with a member of the Senior Leadership Team in attendance.

If students have questions that extend beyond this content, teachers will respond appropriately to ensure that students are informed and do not seek information from alternative sources, such as online platforms.

We share curriculum materials with parents and carers upon request.

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

#### **6. Delivery of Relationship Education**

At Field Lane, Relationships Education is taught within the wider Personal Development Education.

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
- Being safe
- Online relationships
- Changes that occur during puberty

Our Personal Development scheme covers six themes:

1. Relationships
2. Keeping Safe
3. Health
4. Wellbeing
5. Rights and Responsibilities
6. Careers and Finance

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of learners 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 learners may have a different structure of support around them (for example: looked after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Our Personal Development curriculum comprises sessions developed by the PSHE Association, Pol-Ed,

### **What is Pol-Ed?**

Pol-Ed is a West Yorkshire Police education programme, written by teachers for teachers in schools across West Yorkshire. Its purpose is to keep children safe by developing their understanding of risks, consequences and the law and to develop their resilience and ability to help and support each other.

The Pol-Ed programme covers the following themes: Relationships, Living in the Wider World, and Health and Wellbeing.

Relationships Education is also an integral part of Spiritual, Moral, Social and Cultural (SMSC) development which is the overarching umbrella that encompasses personal development across the whole curriculum and includes assemblies, events, British Values. SMSC is at the heart of school development. It requires us to think about the kind of people we aspire to be, the kind of world we aspire to create, and the kind of education we aspire to provide. (See Appendix 3 for more detail about SMSC.)

Our Online Safety Curriculum is based on the Purple Mash Computing Programme (see Appendix 2). Our Personal Development scheme also includes lessons about online safety which are appropriate for each year group.

In addition to this policy, parents/carers will receive information about the content that will be included in these Personal Development sessions in the Parent Curriculum Sheet every half term prior to the content being taught. This will enable parents/carers to support their children at home.

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

## 6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all learners' experiences
- During lessons, makes learners feel safe and supported and able to engage with the key messages

We will also ensure that learners engage with these topics in an environment that is suitable for them, such as:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats
- Give careful consideration to the level of differentiation needed

### 6.1 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory guidance
- Would support learners in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our learners
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

## 7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching is balanced, and it and the resources they intend to use:

- are age-appropriate
- are in line with pupils' developmental stage
- comply with:
  - This policy
  - The [Teachers' Standards](#)

- The [Equality Act 2010](#)
- The [Human Rights Act 1998](#)
- The [Education Act 1996](#)
- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education statutory guidance](#)
- only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- be clear on:
  - what they're going to say
  - ask to see in advance any materials that the agency may use
- know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- check the agency's protocol for taking pictures or using any personal data they might get from a session
- remind teachers that they can say "no" or, in extreme cases, stop a session
- make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

## **8. Roles and responsibilities**

### **8.1 The Governing Board**

- The Governing Board reviews this policy alongside teaching staff.
- The Governing Board will hold the headteacher to account for the implementation of this policy.

### **8.2 The Headteacher**

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers.

### **8.3 Staff**

Staff are responsible for:

- Reflecting the law (including the Equality Act 2010) as it applies to sex and relationships.
- Delivering RSE in a sensitive way
- Ensuring information about the unit being taught is given on the Parent Curriculum Sheet every half term
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Working with the SENDCO to identify and respond to the needs of pupils with SEND.

- Reporting any safeguarding concerns or pupil disclosures to the DSL (in line with school safeguarding policy).

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

All teachers are responsible for teaching RSE.

#### **8.4 Pupils**

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

#### **9. Parents' right to withdraw**

Parents do not have the right to withdraw their children from RSE at Field Lane as we do not provide any sex education that is in addition to the statutory curriculum .

#### **10. Training**

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

The 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 RSE.

#### **11. Monitoring arrangements**

The delivery of RSE is monitored by the Headteacher through:

- Professional dialogue with teachers
- Child interviews
- Work scrutiny
- Lesson observations

Pupils' development in RSE is monitored by class teachers within our internal assessment system.

This policy will be reviewed by the Headteacher and Governors annually. At every review, the policy will be approved by the Governing Board.



## Appendix 1

### Field Lane School's Personal Development Progression Map

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This scheme is structured around the six core Field Lane themes, ensuring clear progression in knowledge, skills, and vocabulary (including integration of statutory guidance, Pol-Ed, and PSHE Association content).

<b>Core Theme (Half-Term Focus)</b>	<b>Early Years</b>	<b>Key Stage 1 (Years 1 &amp; 2)</b>	<b>Lower Key Stage 2 (Years 3 &amp; 4)</b>	<b>Upper Key Stage 2 (Years 5 &amp; 6)</b>
<b>1. Relationships</b> (Autumn Term 1)	<b>Families and people who care for me; Caring Friendships</b>  <b>Content:</b> Identifying <b>people who care for me</b> (trusted adults). Sharing, taking turns, and being kind to	<b>Respectful &amp; Online Relationships</b>  <b>Content:</b> Importance of honesty and respect. Resolving disagreements. Identifying who to ask for help ( <b>trusted adults</b> ). Online: Basic rules for	<b>Caring Friendships &amp; Online Relationships</b>  <b>Content:</b> Qualities of a good friendship. Recognising and challenging unkind behaviour/bullying. Discussing different	<b>Statutory: Respectful &amp; Online Relationships, RSE</b>  <b>Content: Managing complex online relationships</b> (e.g., strangers, gaming risks, sharing images).

	<p>friends. Understanding different families. Expressing basic feelings.</p> <p><b>Vocabulary:</b> <i>Kindness, sharing, family, friend, happy, sad, comfort.</i></p>	<p>playing safely online.</p> <p><b>Vocabulary:</b> <i>Respect, honest, trusted adult, conflict, apology, online, private.</i></p>	<p>family structures. Online: The concept of a <b>digital footprint</b> and not sharing personal information (Pol-Ed lesson idea: 'What is private information?').</p> <p><b>Vocabulary:</b> <i>Friendship, bullying, unique, different, personal information, digital footprint, cyber.</i></p>	<p>Recognising different forms of abuse/pressure and where to get support. Understanding different types of <b>intimacy and affection</b> in relationships (RSE link). <b>Being an ally</b> (Pol-Ed lesson idea: 'How can I be an ally?').</p> <p><b>Vocabulary:</b> <i>Consent, peer pressure, alliance, risk, manipulation, stranger, online harm.</i></p>
<p><b>2. Safety</b> (Autumn Term 2)</p>	<p><b>Being Safe</b></p> <p><b>Content:</b> Knowing my name and address (basic personal details). Identifying dangers at home and school. <b>Using 999</b> for emergencies. Why do we have rules?</p> <p><b>Vocabulary:</b> <i>Safe, unsafe, danger, rule, consequence, emergency, 999.</i></p>	<p><b>Keeping Safe &amp; Internet Safety</b></p> <p><b>Content:</b> Road safety, fire safety. Understanding <b>private parts of the body</b> and the concept of 'safe/unsafe touch'. Who are the police and how do they help (Pol-Ed lesson idea: 'Who are the police?'). Online: Asking permission before clicking/watching.</p>	<p><b>Internet Safety and Harms &amp; Basic First Aid</b></p> <p><b>Content:</b> Dealing with worrying/upsetting content online. Recognising online risks like scams/offers. <b>Basic First Aid</b> (e.g., calling for help, minor cuts). Identifying a hoax/prank call to 999.</p> <p><b>Vocabulary:</b> <i>Hoax,</i></p>	<p><b>Statutory: Internet Safety and Harms, Drugs/Alcohol/Tobacco, Basic First Aid</b></p> <p><b>Content: Advanced online harms</b> (e.g., cyber-bullying, grooming, radicalisation - Pol-Ed: 'What is radicalisation?'). The law and dangers relating to <b>Drugs, Alcohol, and Tobacco</b> use/misuse. <b>Advanced Basic First Aid</b> (e.g.,</p>

		<p><b>Vocabulary:</b> <i>Private, touch, secret, permission, police, safety rules, consequence.</i></p>	<p><i>scam, upsetting content, first aid, wound, CPR (introduction).</i></p>	<p>recovery position, head injuries). <b>Managing risk</b> in new environments.</p> <p><b>Vocabulary:</b> <i>Cyber-bullying, grooming, radicalisation, addiction, drug, alcohol, tobacco, recovery position, risk assessment.</i></p>
<p><b>3. Health &amp; Wellbeing</b> (Spring Term 1 and 2)</p>	<p><b>Mental Wellbeing &amp; Healthy Living</b></p> <p><b>Content:</b> Identifying basic emotions (e.g., happy, sad, angry). Simple strategies for managing emotions (e.g., taking a breath). Understanding the importance of movement and sleep.</p> <p><b>Vocabulary:</b> <i>Emotion, feeling, calm, sleep, exercise, tired, well-being.</i></p>	<p><b>Physical Health and Fitness, Mental Wellbeing</b></p> <p><b>Content:</b> What makes a healthy diet (food groups). How exercise helps the body. Recognising different feelings (e.g., worried, excited) and when they change. Practicing <b>self-worth</b> (Pol-Ed: 'What is self-worth?').</p> <p><b>Vocabulary:</b> <i>Healthy, food groups, diet, worried, excited, self-worth, hygiene.</i></p>	<p><b>Mental Wellbeing &amp; Healthy Eating</b></p> <p><b>Content:</b> Identifying different types of stress (e.g., test worries). Strategies for promoting positive mental health (e.g., talking, hobbies). The impact of food on mood and energy. Media influence on body image.</p> <p><b>Vocabulary:</b> <i>Stress, anxiety, mental health, resilience, positive self-talk, body image, media influence.</i></p>	<p><b>Statutory: Mental Wellbeing, Changing Adolescent Body, Health &amp; Prevention</b></p> <p><b>Content: Changing Adolescent Body</b> (Puberty) – physical and emotional changes for boys and girls (RSE). In-depth strategies for managing stress and <b>mental health support</b> (e.g., helplines, professional help). Understanding immunisations and disease prevention.</p> <p><b>Vocabulary:</b></p>

				<i>Adolescence, puberty, hormones, mood, immunisation, preventative, contraception (legal context only).</i>
<b>4. Rights &amp;</b>	<p><b>Rules and Fairness</b></p> <p><b>Content:</b> Understanding school and classroom rules. Why rules are fair. The difference between <b>'want' and 'need'</b> (Financial Literacy link).</p> <p><b>Vocabulary:</b> <i>Rule, fair, equal, choice, need, want.</i></p>	<p><b>Rights &amp; Democracy</b></p> <p><b>Content:</b> Introduction to children's rights (e.g., right to an education, a home). Simple democracy: voting for a class representative or activity. Respecting the right to be different.</p> <p><b>Vocabulary:</b> <i>Right, vote, choice, democracy, voice, opinion, respectful.</i></p>	<p><b>Local &amp; Global Responsibility: Children's Rights</b></p> <p><b>Content:</b> The <b>UN Convention on the Rights of the Child (UNCRC)</b>. Understanding that people around the world have different rights/freedoms. Why laws are important and the role of police/justice system (Pol-Ed: 'What are rules?').</p> <p><b>Vocabulary:</b> <i>Justice, law, freedom, UNCRC, government, rule of law, privilege.</i></p>	<p><b>Statutory: Democracy, Local &amp; Global Responsibility</b></p> <p><b>Content:</b> In-depth study of <b>democracy</b> (local and national government, voting systems). Understanding issues of inequality and discrimination. The role of different laws in protecting people (Pol-Ed lesson ideas: 'What does the law say about...?' / 'Is it OK to protest?').</p> <p><b>Vocabulary:</b> <i>Parliament, citizenship, discrimination, equality, protest, legislation, accountability, global citizen.</i></p>

<p><b>Responsibilities</b> (Summer Term 1)</p>	<p><b>Self &amp; School Responsibility</b></p> <p><b>Content:</b> Taking care of my belongings. Tidy up time. Being responsible for my actions (admitting mistakes). Helping others in the class.</p> <p><b>Vocabulary:</b> <i>Responsible, helping, action, mistake, ownership.</i></p>	<p><b>Community &amp; Environmental Responsibility</b></p> <p><b>Content:</b> Looking after the school environment (litter). Simple actions to help the local community. Being a <b>responsible user of technology</b> (e.g., device care).</p> <p><b>Vocabulary:</b> <i>Community, local, environment, recycling, litter, repair, civic duty.</i></p>	<p><b>Local &amp; Global Responsibility</b></p> <p><b>Content:</b> Understanding the impact of our actions on the environment (global responsibility). Making sensible choices about what we buy (consumer responsibility). Understanding different forms of volunteering and charity work.</p> <p><b>Vocabulary:</b> <i>Global, impact, sustainability, charity, volunteer, consumer, ethical.</i></p>	<p><b>Statutory: Being Safe (Responsibility to Report), Active Citizenship</b></p> <p><b>Content:</b> Responsibility to report unsafe/unlawful behaviour to trusted adults/authorities (Pol-Ed: 'How can I speak up?'). Understanding how to challenge misinformation (online responsibility). The responsibilities that come with independence.</p> <p><b>Vocabulary:</b> <i>Consequence, accountability, misinformation, integrity, active citizen, independent.</i></p>
<p><b>5. Careers &amp; Finance</b> (Summer Term 2)</p>	<p><b>Jobs and Money</b></p> <p><b>Content:</b> What is a job? Understanding that people do jobs to earn money. The concept of <b>money</b></p>	<p><b>Financial Literacy &amp; Careers</b></p> <p><b>Content:</b> Difference between spending and <b>saving</b>. Recognising different jobs and what</p>	<p><b>Financial Literacy &amp; Careers</b></p> <p><b>Content:</b> Where money comes from (e.g., wages, taxes). Budgeting simple amounts. Identifying</p>	<p><b>Statutory: Financial Literacy, Careers</b></p> <p><b>Content: Complex financial decisions</b> (e.g., debit/credit, debt, keeping money safe from</p>

	<p>(basic) and its use for buying things.</p> <p><b>Vocabulary:</b> <i>Job, work, money, earn, buy, save (simple).</i></p>	<p>they involve (e.g., police officer, teacher). Simple idea of needs vs. wants.</p> <p><b>Vocabulary:</b> <i>Saving, spending, coin, note, profession, firefighter, architect, customer.</i></p>	<p>different skills needed for different jobs. Understanding how advertising influences choices (Financial Literacy link).</p> <p><b>Vocabulary:</b> <i>Wage, budget, tax, skill, career, entrepreneur, advertising, income.</i></p>	<p>scams). Understanding the link between career choice, skills, and income. Exploring a diverse range of jobs, including non-stereotypical roles (e.g., Engineer, AI Designer). Understanding employment contracts (Pol-Ed: 'Why are employment contracts important?').</p> <p><b>Vocabulary:</b> <i>Financial, debt, credit, banking, income, investment, contract, salary, programmer, AI designer.</i></p>
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## Appendix 2

### Online Safety Progression based on Purple Mash which is our computing scheme

Year Group	Objectives
1	Learners understand the importance of keeping information, such as their usernames and passwords, private and actively demonstrate this in lessons. Learners take ownership of their work and save this in their own private space such as their My Work folder on Purple Mash.
2	Learners know the implications of inappropriate online searches. Learners begin to understand how things are shared electronically such as posting work to the Purple Mash display board. They develop an understanding of using email safely by using 2Respond activities on Purple Mash and know ways of reporting inappropriate behaviours and content to a trusted adult.
3	Learners demonstrate the importance of having a secure password and not sharing this with anyone else. Furthermore, Learners can explain the negative implications of failure to keep passwords safe and secure. They understand the importance of staying safe and the importance of their conduct when using familiar communication tools such as 2Email in Purple Mash. They know more than one way to report unacceptable content and contact.
4	Learners can explore key concepts relating to online safety using concept mapping such as 2Connect. They can help others to understand the importance of online safety. Learners know a range of ways of reporting inappropriate content and contact.
5	Learners have a secure knowledge of common online safety rules and can apply this by demonstrating the safe and respectful use of a few different technologies and online services. Learners implicitly relate appropriate online behaviour to their right to personal privacy and mental wellbeing of themselves and others.
6	Learners demonstrate the safe and respectful use of a range of different technologies and online services. They identify more discreet inappropriate behaviours through developing critical thinking, e.g. 2Respond activities. They recognise the value in preserving their privacy when online for their own and other people's safety.

### Appendix 3

**By the end of primary school all pupils should know:**

**(expectations taken from Relationships Education, Relationships and Sex Education and Health Education guidance)**

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	<ol style="list-style-type: none"> <li>1. That families are important for children growing up safe and happy because they can provide love, security and stability.</li> <li>2. The characteristics of safe and happy family life, such as 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>3. That the families of other children, 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>4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.</li> <li>5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>6. 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> </ol>
Caring friendships	<ol style="list-style-type: none"> <li>1. How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.</li> <li>3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.</li> </ol>

	<p>4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.</p> <p>5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. 6. How to manage conflict, and that resorting to violence is never right.</p> <p>7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.</p>
<p>Respectful, kind relationships</p>	<p>1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.</p> <p>2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.</p> <p>3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.</p> <p>4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.</p> <p>5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.</p> <p>6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.</p> <p>7. The conventions of courtesy and manners.</p> <p>8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.</p>

	<p>9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.</p> <p>10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.</p> <p>11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.</p>
<p>Online safety and awareness</p>	<p>1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.</p> <p>2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.</p> <p>3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.</p> <p>4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.</p> <p>5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.</p> <p>6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.</p>
<p>Being Safe</p>	<p>1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.</p>

2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.



## Appendix 4

### Science Programmes of Study related to this policy (Statutory)

<b>Y2</b>	<ul style="list-style-type: none"> <li>notice that animals, including humans, have offspring which grow into adults</li> </ul>
<b>Y5</b>	<ul style="list-style-type: none"> <li>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>describe the life process of reproduction in some plants and animals</li> <li>describe the changes as humans develop to old age</li> </ul>
<b>Y6</b>	<ul style="list-style-type: none"> <li>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> </ul>

## Appendix 5

### What is Spiritual, Moral, Social and Cultural Education (SMSC)?

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning

- willingness to reflect on their experiences.

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

The social development of pupils is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain School
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.