



# Honeywell

JUNIOR SCHOOL

## Relationships, Sex Education and Health Education [RSHE] Policy

Date Reviewed	March 2022	Next Review Date	
Signature of Chair of	Name:  Signature:		
Signature of Head Teacher	Names:  Signatures:		
This Policy was approved by the Full Governing Body on the 07 / 03 /2022			

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### Honeywell Ethos Statement

At Honeywell Infant and Junior Schools, we aim to meet the educational challenges of the 21st century. The two schools share the same premises and we work closely together to offer continuity of progression throughout the primary years. Within both schools, we want children to work hard, work together and reach their full potential. We promote a culture that encourages children to enjoy learning, develop their skills and talents, and celebrate and share their successes. We believe children should be nurtured academically and socially in a safe and supportive environment. Children should be encouraged to have high expectations of themselves, be proud of their individuality and respect different beliefs. We are supportive, kind and respectful.

We believe that we should provide a range of opportunities for learning through first hand experiences, with sport, IT, music, drama and art adding enrichment to the curriculum. We are proud of our diversity of backgrounds and cultures and have a commitment to being inclusive to all sections of society. We play a part in the wider community and have respect for the environment. We enable our children to become confident active members of society.

#### The aims of our schools are to:

-  have high expectations of all children and to teach them to be confident, autonomous learners.
-  provide a broad and balanced curriculum, giving every child opportunities to maximise their learning potential.
-  provide a safe, secure and supportive learning environment.
-  be inclusive of all social and cultural backgrounds and provide equal opportunities for the whole school community.
-  maintain effective partnerships between the home, school and local community.

We are a Gold Rights Respecting School at Honeywell Junior School and we promote the values of the UN Convention on the Rights of the Child. We promote global citizenship and sustainable development. We teach and learn **about rights, through rights and for rights.**

## Legislation and Guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach. It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#). As a maintained primary school, we must provide Relationships Education to all pupils as per section 34 of [The Children and Social Work Act 2017](#) which makes Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all state primary schools. Personal, Social, Health and Citizenship Education (PSHCE) continues to be compulsory in all primary schools. However, we are not required to provide Sex Education but we do need to teach the elements of Sex Education contained in the Science curriculum and may also choose to teach further non-statutory Sex Education. This guidance also sets out both the rights of parents/carers (in accordance with the Education Act 1993) to withdraw pupils from the 2 lessons in Year 6, which teach beyond the statutory programme.

The National Curriculum programmes of study can be found on the GOV.UK website [here](#).

The Relationships and Sex Education (RSE) and Health Education Statutory Guidance can be found [here](#).

The PSHE Association Programme of Study for PSHE Education can be found [here](#).

The long term plan for RSE and PSHE from Kapow Primary can be found [here](#).

## Definition

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSHE involves a combination of sharing information and exploring issues and values. It is not about the promotion of sexual activity. We are not promoting any lifestyle; we are educating our pupils to support their connection within a diverse and ever-changing community.

Article 13 (freedom of expression) states that every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

This policy has been developed in consultation with staff, pupils and parents and carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/carers/stakeholder consultation – parents and carers and any interested parties were invited to read the RSHE policy and submit their feedback via Google Forms.
4. Pupil consultation – we investigated what exactly pupils want from their RSHE.
5. Ratification – once amendments were made, the policy was approved by governors and published.

## Intent

- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy and the skills to avoid and resist unwanted sexual experience and create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies to help and support them to respect themselves and others and move with confidence from childhood through adolescence into adulthood.
- Combat ignorance and to understand the values and importance of stable relationships and that all family structures can be loving and supportive.
- Facilitate communication on sexual matters without embarrassment.
- Begin to develop the skills needed to be future parents and carers.
- Be sensitive to the range of different values and beliefs within a multi-faith and multi-cultural society.
- Explain the importance of responsible sexual behaviour which reflects concerns for oneself and others.

## Implementation

- Will be firmly rooted within the framework for PSHCE, Science and safety in Computing, as well as discreet sessions of certain themes. The provision and the teaching of human growth and reproduction as set out in the National Curriculum will be presented as an integrated learning sequence.
- Teaching will ensure access and personalisation for pupils based on age, physical and emotional maturity, religious backgrounds, and special educational needs and disabilities (SEND). However, teaching will reflect current law as it applies to relationships, so our pupils understand what the law does and doesn't allow.
- We will ensure trained staff provide accurate information to mitigate the possibility of pupils seeking less controlled and informed guidance themselves, sign posting additional help and support.
- To help create a safe environment for pupils when teaching these topics, we will:
  - set ground rules for lessons, where needed, particularly around not sharing personal information
  - stop discussions if personal information is shared in lessons and following up with pupils later where needed
  - not promise confidentiality if a pupil confides something concerning
  - tell pupils they can ask for help and they will be taken seriously
  - ensure support is given to pupils asking inappropriate questions or opportunities such as question boxes to ensure pupils can seek information in a variety of ways
  - keep an open dialogue with families

## Impact

- Pupils have participated in a carefully-planned curriculum that covers human development, relationships, sexuality and family life, in line with statutory requirements and in an appropriate way taking into account the pupils' age and stage of development.
- Pupils demonstrate feelings of self-respect, confidence and empathy for others.
- Pupils can talk about how to stay safe in the modern world.
- Pupils say they are more prepared for puberty, the changes their bodies will experience and the importance of health and hygiene.
- Pupils use the correct vocabulary to describe themselves and their bodies.
- Learning in RSHE has contributed to a positive culture and framework around the discussions on issues of sexuality and relationships.

## **Roles and Responsibilities:**

### The Head Teacher will:

- Have a strategic overview of the teaching and learning of RSHE, including monitoring quality of teaching and qualitative consistency across the school.
- Keep the Governing Body informed about the developments in RSHE across the school including whole school outcomes in order to track attainment and progress.
- Ensure that the school's statutory duties regarding the teaching of RSHE are met.
- Manage requests to withdraw pupils from non-statutory components of Sex Education

### The Governors will:

- Ensure this RSHE Policy has been reviewed by Governors from the Curriculum/Pupil Welfare Committees and they will approve the policy.
- Hold the Head Teacher to account for its implementation.
- Make visits to the school and meet curriculum leaders and discuss areas for development.
- Stay up to date with whole school outcomes in order to track attainment and progress.
- Act as a 'critical friend' and support and challenge the schools' development of RSHE.

### The Subject Leader will:

- Lead, manage and monitor the teaching and learning of RSHE across the school.
- Liaise with other leaders to ensure coherence across subject areas.
- Develop and regularly update a curriculum and progression of skills map for the whole school.
- Regularly analyse strength and weakness within RSHE and formulate an effective action plan to address areas for development.
- Co-ordinate assessment procedures to facilitate progression and development.
- Be aware of and act upon research and national and local developments.
- Establish and maintain contacts beyond school, such as the Local Authority, the PSHE Association and community organisations.
- Communicate with parents about any changes to statutory requirements.
- Facilitate a parental meeting for Year 6 parents discussing the content of the 2 non-statutory lessons (prior to teaching them) to provide time to consider the content and to withdraw their child if they so wish.
- Keep the Governing Body informed about the progress of the scheme of work.
- Work to achieve equality of opportunity throughout the school.
- Be enthusiastic about RSHE and demonstrate good practices.
- Ensure that RSHE remains a high profile in the school's development work.
- Organise and review all RSHE based resources, ensuring they are readily available and well-maintained.

### Staff will:

- Deliver RSHE in a sensitive way.
- Model positive attitudes to RSHE.
- Monitor progress.
- Respond to the needs of individual pupils.
- Respond appropriately to pupils whose parents and carers wish them to be withdrawn from the non-statutory components of RSHE. Please see appendices
- Provide alternative work to pupils who are withdrawn from Sex Education.

*Please note that staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Subject Leader, their Phase Leader and then the Head Teacher.*

## Pupils:

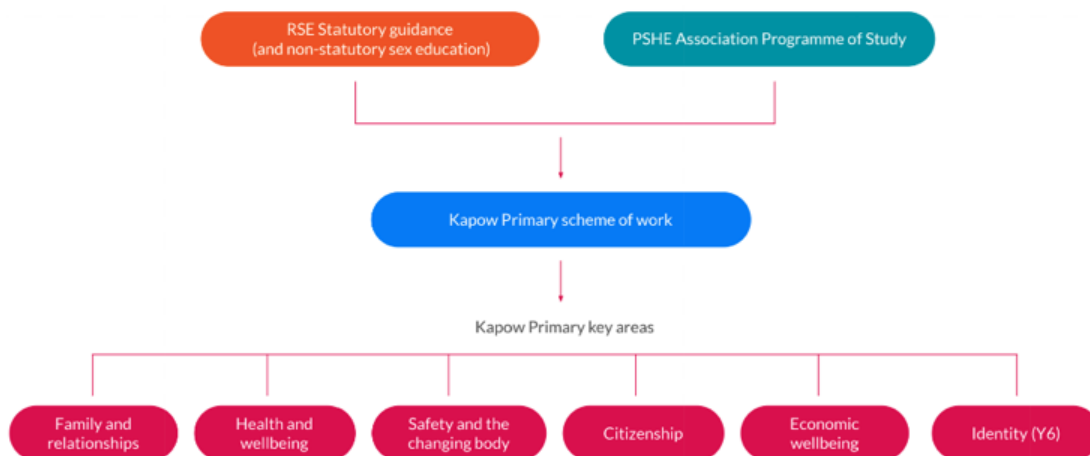
Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

## **Our Curriculum**

Our Curriculum is set out as per Appendix 1 with adaptations to meet our pupils needs as and when necessary. RSHE is taught within the [Personal, Social, Health, Citizenship and Economic \(PSHCE\) Education Curriculum](#). The Department for Education provided grant funding to the [PSHE Association](#) to advise schools in developing their own PSHCE curriculums and improve the quality of teaching. Therefore, when choosing a scheme to use to implement the new RSHE requirements, it was important that it also covered the PSHE Association Programme of Study.

We decided that Kapow Primary was the most comprehensive scheme because it fulfils both statutory requirements as shown in the diagram below:

### *How is the RSE & PSHE scheme of work organised?*








In planning our RSHE and PSHCE Curriculums, we have also taken into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that they are fully informed and don't seek answers online.

For more information about our Curriculum, see our Curriculum Map in Appendix 1.




## **Delivery of RSHE:**

RSHE is taught within the Personal, Social, Health, Citizenship and Economic (PSHCE) Education Curriculum. Children will have a one-hour PSHCE lesson each week, following the Kapow Primary scheme of work. Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:


-  Families and people who care for me
-  Caring friendships
-  Respectful relationships
-  Online relationships
-  Being safe

Biological aspects of RSHE are taught within the Science curriculum, and other aspects are included in Religious Education (RE).

Primary Sex Education is not compulsory in primary schools beyond what is laid out in the National Curriculum for Science:

-  **Year 1:** Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
-  **Year 2:** Notice that animals, including humans, have offspring which grow into adults.
-  **Year 5:** Describe the life process of reproduction in some plants and animals; describe the changes as humans develop to old age [They should learn about the changes experienced in puberty.]

However, based on previous years of experience of teaching Sex Education at our school, and feedback from parents over several years, we have determined that we will cover additional content on Sex Education to meet the needs of our pupils. The Kapow Primary scheme of work includes two Year 6 lessons which go beyond the National Curriculum for Science/statutory RSHE for primary schools and which, therefore, parents have the opportunity to withdraw their children from:

 Year 6 Unit: Safety and the changing body

- Lesson 5: Conception
- Lesson 6: Pregnancy and birth.

Parents and Carers will be consulted about the content of these lessons prior to teaching them, to provide them time to consider the content and to withdraw their child if they so wish. For more information about our Curriculum, see our Curriculum Map in Appendix 1.

### Learning and Teaching Strategies:

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar. The Head Teacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

Teachers have access to a range of planning documents, from Kapow Primary which they can use and adapt to suit their class's needs. Each class celebrates through a current class display with clear topic vocabulary and interactive tables in which the children can explore the topic more closely. Each class also has a 'PSHCE Big Book' which celebrates and records work from the class, particularly from more discussion-based lessons (such as debates) where photographs or annotations may be a more effective way to record outcomes.

### Assessment and Feedback

We assess children's work and learning in RSHE by making informal judgements as we observe them during lessons. At the beginning of the unit, a pre-assessment is completed to establish pupil starting points. At the end of a unit, an end of unit test is completed as evidence of progress. This summative data supports the teacher judgement for the end of each unit and end of year assessment. At the end of a unit of work, teachers will assess whether children are working at emerging, developing, secure or exceeded level for their age based on their understanding and application of the content of the RSHE Curriculum.

Progress and attainment are reported to parents and carers through parents' evenings, termly reports and end of year reports.

### Links with Related Curriculum Areas

We believe that pupils should make connections between areas of their learning and therefore we encourage this by making cross-curricular links. The RSHE Curriculum has natural links and cross-overs with the Science and Computing Curriculums in particular.

## **Inclusion [including Equal Opportunities, SEND, and Equality]**

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

Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. Planning and resources are reviewed to ensure they comply with equalities legislation and the school's equal opportunities policy. All RSHE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

The personal beliefs and attitudes of staff delivering RSHE will not influence the teaching of the subject in school. In our school, we seek to recognise and embrace the diverse nature of our community. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness. We do not use RSHE as a means of promoting any form of sexual orientation.

## **Resourcing**

Plans and information for each year group is kept in the T:Drive through the following pathway:

Juniors/CURRICULUM/SMSC PSHCE/KS2 PSHCE/PLANNING

All teachers also have a login to the Kapow Primary website which contains lesson plans and interactive links/videos.

Staff must let the Subject Leader know if anything is broken or missing. Staff will also let the leader know if there was anything they may have found useful during the unit, which can then be used/ordered for next time.

## **Safety and Risk Assessment**

The Internet is provided in all classrooms and can provide a rich resource base of information and pictures. A list of useful websites is given to all teachers for their age group. Care must be taken to ensure that the information is balanced, or has recognisable bias, which can then be discussed.

## **Parents and Carers' Right to Withdraw:**

Parents and Carers do not have the right to withdraw their children from Relationships Education. However, they do have the right to withdraw their children from the non-statutory components of Sex Education within RSHE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Subject Leader, who will consult with the Head Teacher. Alternative work will be given to pupils who are withdrawn from Sex Education.

## **Monitoring and Evaluation**

Monitoring of the standards of children's work and learning in RSHE is the responsibility of the Subject Leader, SMT and SLT. Social Studies books; PSHCE Class Big Books and planning are monitored at least termly. Strengths and weaknesses are recorded and fed back to the teachers individually and recorded as part of a termly summary. This impacts on the RSHE action plan. This is in turn fed back to the SLT. Monitoring of RSHE lessons, learning walks, pupil voice, staff voice and working with Parents and carers will always be part of the RSHE action plan. Pupil development in RSHE is monitored by the class teacher in conjunction with the Subject Leader and Head Teacher in regular reviews.

## **Review**

This policy will be reviewed by the Head Teacher every two to three years and at each review the policy will be approved by the Governing Body.

## Record Keeping

All information collection in relation to this policy will be stored in accordance with our Privacy Policy and will not be shared with third parties.

## Appendix 1: Curriculum Map



### RSE & PSHE Curriculum Overview




















	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Family and relationships	<ul style="list-style-type: none"> <li>Introduction to RSE</li> <li>What is family?</li> <li>What are friendships?</li> <li>Family and friends help and support each other</li> <li>Making friends</li> <li>Friendship problems</li> <li>Healthy Friendships</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to RSE</li> <li>Families offer stability and love</li> <li>Families are all different</li> <li>Managing friendships</li> <li>Unhappy friendships</li> <li>Valuing me</li> <li>Manners &amp; courtesy</li> <li>Loss and change</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to RSE</li> <li>Healthy families</li> <li>Friendships - conflict</li> <li>Effective communication</li> <li>Learning who to trust</li> <li>Respecting differences</li> <li>Stereotyping</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to RSE</li> <li>Respect &amp; manners</li> <li>Healthy friendships</li> <li>My behaviour</li> <li>Bullying</li> <li>Stereotypes</li> <li>Families in the wider world</li> <li>Loss and change</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to RSE</li> <li>Build a friend</li> <li>Resolving conflict</li> <li>Respecting myself</li> <li>Family life</li> <li>Bullying</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to RSE</li> <li>Respect</li> <li>Developing respectful relationships</li> <li>Stereotypes</li> <li>Bullying</li> <li>Being me</li> <li>Loss and change</li> </ul>
Safety and the changing body	<ul style="list-style-type: none"> <li>Getting lost</li> <li>Making a call to the emergency services</li> <li>Asking for help</li> <li>Appropriate contact</li> <li>Medication</li> <li>Safety at home</li> <li>People who help to keep us safe</li> </ul>	<ul style="list-style-type: none"> <li>The Internet</li> <li>Communicating online</li> <li>Secrets and surprises</li> <li>Appropriate contact</li> <li>Road safety</li> <li>Drug education</li> </ul>	<ul style="list-style-type: none"> <li>Basic first aid</li> <li>Communicating safely online</li> <li>Online safety</li> <li>Fake emails</li> <li>Drugs, alcohol &amp; tobacco</li> <li>Keeping safe out and about</li> </ul>	<ul style="list-style-type: none"> <li>Online restrictions</li> <li>Share aware</li> <li>Basic first aid</li> <li>Privacy and secrecy</li> <li>Consuming information online</li> <li>The changing adolescent body (puberty)</li> </ul>	<ul style="list-style-type: none"> <li>Online friendships</li> <li>Identifying online dangers</li> <li>The changing adolescent body (puberty, including menstruation)</li> <li>First aid</li> <li>Drug education</li> </ul>	<ul style="list-style-type: none"> <li>Drugs alcohol &amp; tobacco</li> <li>First aid</li> <li>Critical digital consumers</li> <li>Social media</li> <li>The changing adolescent body (puberty, conception, birth)</li> </ul>
Health and wellbeing	<ul style="list-style-type: none"> <li>Wonderful me</li> <li>What am I like?</li> <li>Ready for bed</li> <li>Relaxation</li> <li>Hand washing &amp; personal hygiene</li> <li>Sun safety</li> <li>Allergies</li> <li>People who help us stay healthy</li> </ul>	<ul style="list-style-type: none"> <li>Experiencing different emotions</li> <li>Being active</li> <li>Relaxation</li> <li>Steps to success</li> <li>Growth mindset</li> <li>Healthy diet</li> <li>Dental health</li> </ul>	<ul style="list-style-type: none"> <li>My healthy diary</li> <li>Relaxation</li> <li>Who am I?</li> <li>My superpowers</li> <li>Breaking down barriers</li> <li>Dental health</li> </ul>	<ul style="list-style-type: none"> <li>Diet and dental health</li> <li>Visualisation</li> <li>Celebrating mistakes</li> <li>My role</li> <li>My happiness</li> <li>Emotions</li> <li>Mental health</li> </ul>	<ul style="list-style-type: none"> <li>Relaxation</li> <li>The importance of rest</li> <li>Embracing failure</li> <li>Going for goals</li> <li>Taking responsibility for my feelings</li> <li>Healthy meals</li> <li>Sun safety</li> </ul>	<ul style="list-style-type: none"> <li>What can I be?</li> <li>Mindfulness</li> <li>Taking responsibility for my health</li> <li>Resilience toolkit</li> <li>Immunisation</li> <li>Health concerns</li> <li>Creating habits</li> <li>The effects of technology on health</li> </ul>














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## RSE & PSHE Curriculum Overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Citizenship</b>	<p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>Rules</li> <li>Caring for others: Animals</li> <li>The needs of others</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>Similar, yet different</li> <li>Belonging</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>Democratic decisions</li> </ul>	<p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>Rules beyond school</li> <li>Our school environment</li> <li>Our local environment</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>Job roles in our local community</li> <li>Similar yet different: My local community</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>School Council</li> <li>Giving my opinion</li> </ul>	<p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>Rights of the child</li> <li>Rights and responsibilities</li> <li>Recycling</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>Local community groups</li> <li>Charity</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>Local democracy</li> <li>Rules</li> </ul>	<p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>What are human rights?</li> <li>Caring for the environment</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>Community groups</li> <li>Contributing</li> <li>Diverse communities</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>Local councillors</li> </ul>	<p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>Breaking the law</li> <li>Rights and responsibilities</li> <li>Protecting the planet</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>Contributing to the community</li> <li>Pressure groups</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>Parliament</li> </ul>	<p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>Human rights</li> <li>Food choices and the environment</li> <li>Caring for others</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>Prejudice and discrimination</li> <li>Valuing diversity</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>National democracy</li> </ul>
<b>Economic wellbeing</b>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>Introduction to money</li> <li>Looking after money</li> <li>Banks and building societies</li> <li>Saving and spending</li> </ul> <p><b>Career and aspirations</b></p> <ul style="list-style-type: none"> <li>Jobs in school</li> </ul>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>Where money comes from</li> <li>Needs and wants</li> <li>Wants and needs</li> <li>Looking after money</li> </ul> <p><b>Career and aspirations</b></p> <ul style="list-style-type: none"> <li>Jobs</li> </ul>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>Ways of paying</li> <li>Budgeting</li> <li>How spending affects others</li> <li>Impact of spending</li> </ul> <p><b>Career and aspirations</b></p> <ul style="list-style-type: none"> <li>Jobs and careers</li> <li>Gender and careers</li> </ul>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>Spending choices/ value for money</li> <li>Keeping track of money</li> <li>Looking after money</li> </ul> <p><b>Career and aspirations</b></p> <ul style="list-style-type: none"> <li>Influences on career choices</li> <li>Jobs for me</li> </ul>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>Borrowing</li> <li>Income and expenditure</li> <li>Risks with money</li> <li>Prioritising spending</li> </ul> <p><b>Career and aspirations</b></p> <ul style="list-style-type: none"> <li>Stereotypes in the workplace</li> </ul>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>Attitudes to money</li> <li>Keeping money safe</li> <li>Gambling</li> </ul> <p><b>Career and aspirations</b></p> <ul style="list-style-type: none"> <li>What jobs are available</li> <li>Career routes</li> </ul>
<b>Transition</b>	<b>1 lesson</b>	<b>1 lesson</b>	<b>1 lesson</b>	<b>1 lesson</b>	<b>1 lesson</b>	<b>1 lesson</b>
<b>Identity</b>						<ul style="list-style-type: none"> <li>What is identity</li> <li>Gender identity</li> <li>Identity and body image</li> </ul>

## Appendix 2: Identified End Points

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li> That families are important for children growing up because they can give love, security and stability</li> <li> The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li> That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li> That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li> That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li> How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li> How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li> The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li> That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li> That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li> How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li> The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li> Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li> The conventions of courtesy and manners</li> <li> The importance of self-respect and how this links to their own happiness</li> <li> That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li> About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li> What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li> The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>

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

## Appendix 3: Parent Form: Withdrawal From Sex Education Within RSHE

Form to be completed by Parents/Carer:

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from the following 2 non-statutory Sex Education lessons in Year 6:			
<ul style="list-style-type: none"> <li>○ Lesson 5: Conception</li> <li>○ Lesson 6: Pregnancy and birth.</li> </ul>			
Any other information you would like the school to consider			
Parent/Carer Signature			

**Form to be completed by Honeywell:**

**TO BE COMPLETED BY THE SCHOOL**

Agreed actions from discussion with parents and carers

Include notes from discussions with parents and agreed actions taken.  
Eg: Jo Bloggs will be taking part in all relationships lessons and during the sex education lessons, s/he will be working independently on a project in the Year 5 classroom