

**LOWER PARK PRIMARY SCHOOL**

# **Relationships and sex education policy**

**June 2024**



With reference to:  
Children and Social work act 2017  
[Education Act 1996](#).  
Relationships (and sex) education and health education June 2020

<b>Approved by:</b>	Lower Park Primary School Governing Body
<b>Last reviewed on:</b>	July 2024
<b>Next review due by:</b>	June 2025

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## 1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- To develop a culture of tolerance, friendships, support and inclusion

## 2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

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

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

At Lower Park Primary School, we teach RSE as set out in this policy.

## 3. Policy development

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

1. Review –The head teacher and SLT reviewed 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/stakeholder consultation – parents and any interested parties were invited to read, view the content and comment upon of the SRE policy delivered on line
4. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Definition

As a primary school, we will only provide relationships education and choose to teach sex education covered by the science curriculum. A stand-alone section on puberty and conception will be taught in Year 5 and 6 in preparation for the move to high school. Pupils at Lower Park meet this element of their science curriculum.

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

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

RSE is not about the promotion of sexual activity.

## 5. Curriculum

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

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online. Teaching methods should take account of those asking the questions (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups. The school considers what is appropriate and inappropriate in a whole-class setting, as staff may require support and training in answering questions.

Primary sex education is not compulsory in primary schools but in our school, sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born
- The content of the national science curriculum

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

## 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by school or, when possible, a trained health professional in Year 5 and 6.

At Lower Park:

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
- › Puberty, conception and how a baby is born ( Y6)

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

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures). It also takes care to reflect sensitively on the fact that some children may have a different structure of support around them (for example: looked after children or young carers).

## **7. Roles and responsibilities**

### **7.1 The governing body**

The governing board will approve the RSE policy, and hold the head teacher to account for its implementation.

### **7.2 The head teacher**

The head teacher is responsible for ensuring that RSE is delivered consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

### **7.3 Staff**

Staff are responsible for:

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

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the head teacher. RSE will be taught by all class teachers and puberty elements, when possible, by the school nurse.:

#### **7.4 Pupils**

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

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

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE, which in this will be covered in Year 5 & 6 as part of puberty education

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

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

### **9. 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 head teacher will also invite visitors from outside the school, such as school nurses to provide support and training to staff teaching RSE.

### **10. Monitoring arrangements**

The delivery of RSE is monitored by Mrs A Lomas (head teacher) and Mrs E Cunha (Deputy Head)PSHE lead) through:

Planning scrutiny, learning walks, discussions with staff at staff meetings, discussions with pupils in lessons etc.

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

This policy will be reviewed by the head teacher, every three years. At every review, the policy will be approved by the pupil and curriculum committee and ratified by the full governing body at the next meeting.

## Appendix 1:

### By the end of primary school pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>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</p> <p>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</p> <p>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</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>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>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>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</p> <p>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</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>



**Personal, Social and Emotional Development ELG: Building Relationships**

Children at the expected level of development will:

- *Work and play cooperatively and take turns with others;*

*By using the following resources, early years practitioners can assess children against this goal.*

Rainbow Feels Angry	Blue's Best Friend	Blue Learns to Share	Yellow Wants to Play with Orange	Orange Helps Out	Rainbow Helps Out at Home
Blue Learns to Share	Blue's Best Friend				

- *Form positive attachments to adults and friendships with peers;*

*By using the following resources, early years practitioners can assess children against this goal.*

Yellow Wants to Play With Orange	Pink Misses Mummy	Blue's Best Friend	Blue Learns to Share	Orange Helps Out	Blue Learns to Share
Blue's Best Friend					

- *Show sensitivity to their own and to others' needs*

*By using the following resources, early years practitioners can assess children against this goal.*

Blue's Indoor Voice	Green Gets Glasses	Red's Hearing Aid	Why Does Purple Play Differently?	Pink Feels Sad	Pink Misses Mummy
Red's Nut Allergy	Green Gets Glasses	Red's Hearing Aid	Why Does Purple Play Differently?		

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

By the end of primary school, pupils should know:

**• R1 - that families are important for children growing up because they can give love, security and stability**

KS1 Links	5-8 - KSS Baseline Ass	5-8 - KSS Road Safety	5-8 - KSS Staying Safe	5-8 - KSS Summative Ass	5-8 - REL Baseline Ass	5-8 - FAE Worry	5-8 - FAE Grief/loss	5-8 - FAE Summative Ass	5-8 - CS Making Friends Online
	5-8 - OW Growing in Our World	5-8 - OW Living in Our World	5-8 - HW Hazard Watch						
KS2 Links	5-8 - KSS Staying Safe	5-8 - KSS Summative Ass	5-8 - FAE Grief/loss	5-8 - FAE Summative Ass	5-8 - CS Making Friends Online	5-8 - HW Hazard Watch	8-11 - KSS Baseline Ass	8-11 - KSS Cycle Safety	8-11 - KSS Adult & Children's Views
	8-11 - KSH Adult & Children's Views	8-11 - GAC Baseline Ass	8-11 - GAC Adult & Children's Views	8-11 - FAE Worry	8-11 - FAE Summative Ass	8-11 - WW Summative Ass			

**• R2 - 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.**

KS1 Links	5-8 - KSS Baseline Ass	5-8 - KSS Tying Shoelaces	5-8 - KSS Staying Safe	5-8 - KSS Leaning Out of Windows	5-8 - KSS Summative Ass	5-8 - REL Baseline Ass	5-8 - REL Touch	5-8 - BR Baseline Ass	5-8 - BR Water Spillage
	5-8 - FAE Worry	5-8 - FAE Grief/loss	5-8 - CS Making Friends Online	5-8 - OW Growing in Our World	5-8 - OW Living in Our World	5-8 - HW Hazard Watch			
KS2 Links	5-8 - KSS Staying Safe	5-8 - KSS Leaning Out of Windows	5-8 - KSS Summative Ass	5-8 - REL Touch	5-8 - FAE Grief/loss	5-8 - CS Making Friends Online	5-8 - HW Hazard Watch	8-11 - KSS Cycle Safety	8-11 - KSS Adult & Children's Views
	8-11 - KSH Adult & Children's Views	8-11 - GAC Appropriate Touch/ Relationships	8-11 - GAC Adult & Children's Views	8-11 - GAC Conception	8-11 - BR Baseline Ass	8-11 - BR Coming Home on Time	8-11 - FAE Anger	8-11 - FAE Worry	8-11 - FAE Summative Ass
	8-11 - CS Online Bullying	8-11 - WW Chores at Home	8-11 - WW Enterprise	8-11 - AWWJ Inclusion and Acceptance					

## Relationships Education: Key stages 1 and 2

## Topic 1: Families and people who care for me

By the end of primary school, pupils should know:

- R3 - 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 for them.*

KS1 Links

5-8 - REL  
Baseline Ass

5-8 - OW  
Growing in Our World

KS2 Links

8-11 - GAC  
Appropriate Touch/  
Relationships

8-11 - GAC  
Conception

8-11 - AWWJ  
Baseline Ass

8-11 - AWWJ  
Inclusion and Acceptance

8-11 - AWWJ  
Adult & Children's Views

8-11 - AWWJ  
British Values

8-11 - AWWJ  
Summative Ass

KS1 Links

5-8 - KSS  
Staying Safe

5-8 - KSS  
Summative Ass

5-8 - REL  
Baseline Ass

5-8 - OW  
Growing in Our World

5-8 - HW  
Hazard Watch

KS2 Links

5-8 - KSS  
Staying Safe

5-8 - KSS  
Summative Ass

5-8 - HW  
Hazard Watch

8-11 - KSS  
Cycle Safety

8-11 - GAC  
Appropriate Touch/  
Relationships

8-11 - GAC  
Adult & Children's Views

8-11 - GAC  
Conception

8-11 - GAC  
Summative Ass

8-11 - BR  
Coming Home on Time

8-11 - FAE  
Worry

8-11 - FAE  
Summative Ass

**Relationships Education: Key stages 1 and 2**

**Topic 1: Families and people who care for me**

By the end of primary school, pupils should know:

- *R5 - that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong*

KS1 Links

There are no KS1 links for this area

KS2 Links

- 8-11 - GAC  
Appropriate Touch/  
Relationships
- 8-11 - AWWJ  
Inclusion and Acceptance

- *R6 - how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.*

KS1 Links

- 5-8 - KSS  
Baseline Ass
- 5-8 - REL  
Touch
- 5-8 - REL  
Summative Ass

KS2 Links

- 5-8 - KSS  
Staying Safe
- 5-8 - REL  
Touch
- 5-8 - REL  
Summative Ass
- 8-11 - GAC  
Appropriate Touch/  
Relationships
- 8-11 - GAC  
Summative Ass
- 8-11 - FAE  
Adult & Children's Views

## Relationships Education: Key stages 1 and 2 **Topic 2: Caring friendships**

By the end of primary school, pupils should know:

- R7 - how important friendships are in making us feel happy and secure, and how people choose and make friends*

KS1 Links

5-8 - REL Friendship	5-8 - REL Bullying	5-8 - REL Body Language	5-8 - REL Summative Ass	5-8 - CS Image Sharing
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KS2 Links

5-8 - REL Summative Ass	8-11 - KSS Peer Pressure	8-11 - GAC Adult & Children's Views	8-11 - GAC Summative Ass	8-11 - BR Looking Out for Others	8-11 - FAE Jealousy	8-11 - FAE Adult & Children's Views	5-8 - AWWJ Breaking Down Barriers	8-11 - AWWJ Inclusion and Acceptance
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- R8 - the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.*

KS1 Links

5-8 - KSH Medicine	5-8 - REL Friendship	5-8 - REL Bullying	5-8 - REL Body Language	5-8 - REL Touch	5-8 - REL Summative Ass	5-8 - BR Helping Someone in Need	5-8 - BR Stealing	5-8 - BR Summative Ass
5-8 - FAE Jealousy	5-8 - CS Image Sharing	5-8 - CS Making Friends Online						

KS2 Links

5-8 - KSH Medicine	5-8 - REL Touch	5-8 - REL Summative Ass	5-8 - BR Summative Ass	5-8 - CS Making Friends Online	8-11 - KSS Peer Pressure	8-11 - KSH Smoking	8-11 - KSH Adult & Children's Views	8-11 - GAC Adult & Children's Views
8-11 - GAC Summative Ass	8-11 - BR Looking Out for Others	8-11 - BR Stealing	8-11 - BR Summative Ass	8-11 - FAE Baseline Ass	8-11 - FAE Jealousy	8-11 - FAE Adult & Children's Views	8-11 - CS Online Bullying	8-11 - CS Image Sharing
8-11 - AWWJ Baseline Ass	8-11 - AWWJ Breaking Down Barriers	8-11 - AWWJ Inclusion and Acceptance						

## Relationships Education: Key stages 1 and 2 **Topic 2: Caring friendships**

By the end of primary school, pupils should know:

- R9** - that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.*

KS1 Links

5-8 - REL Friendship	5-8 - REL Bullying	5-8 - REL Body Language	5-8 - REL Touch	5-8 - REL Summative Ass	5-8 - FAE Jealousy	5-8 - CS Online Bullying	5-8 - CS Image Sharing
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KS2 Links

5-8 - REL Touch	5-8 - REL Summative Ass	8-11 - KSH Adult & Children's Views	8-11 - GAC Adult & Children's Views	8-11 - GAC Summative Ass	8-11 - BR Looking Out for Others	8-11 - FAE Baseline Ass	8-11 - FAE Jealousy	8-11 - CS Online Bullying
8-11 - CS Image Sharing	8-11 - AWWJ Breaking Down Barriers	8-11 - AWWJ Inclusion and Acceptance						

- R10** - 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.*

KS1 Links

5-8 - REL Friendship	5-8 - REL Body Language	5-8 - REL Summative Ass	5-8 - FAE Jealousy	5-8 - FAE Worry
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KS2 Links

5-8 - REL Summative Ass	8-11 - GAC Summative Ass	8-11 - FAE Jealousy
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## Relationships Education: Key stages 1 and 2 **Topic 2: Caring friendships**

By the end of primary school, pupils should know:

- R11 - 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.*

KS1 Links

5-8 - KSS Baseline Ass	5-8 - KSS Staying Safe	5-8 - KSS Summative Ass	5-8 - KSH Medicine	5-8 - REL Bullying	5-8 - REL Body Language	5-8 - REL Touch	5-8 - REL Summative Ass	5-8 - BR Helping Someone in Need
5-8 - BR Stealing	5-8 - FAE Jealousy	5-8 - CS Online Bullying	5-8 - CS Making Friends Online					

KS2 Links

5-8 - KSS Staying Safe	5-8 - KSS Summative Ass	5-8 - KSH Medicine	5-8 - REL Touch	5-8 - REL Summative Ass	5-8 - BR Stealing	5-8 - CS Making Friends Online	8-11 - KSS Peer Pressure	8-11 - KSS Water Safety
8-11 - KSS Summative Ass	8-11 - KSH Smoking	8-11 - GAC Summative Ass	8-11 - BR Looking Out for Others	8-11 - BR Stealing	8-11 - FAE Jealousy	8-11 - CS Online Bullying	8-11 - CS Image Sharing	8-11 - CS Making Friends Online
8-11 - CS Summative Ass								

## Relationships Education: Key stages 1 and 2 **Topic 3: Respectful relationships**

By the end of primary school, pupils should know:

- R12 - 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.*

KS1 Links

5-8 - REL Baseline Ass	5-8 - REL Friendship	5-8 - REL Bullying	5-8 - REL Touch	5-8 - REL Summative Ass	5-8 - BR Practice Makes Perfect	5-8 - FAE Jealousy	5-8 - CS Online Bullying	5-8 - CS Computer Safety Documentary
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KS2 Links

5-8 - REL Touch	5-8 - REL Summative Ass	8-11 - GAC Appropriate Touch/ Relationships	8-11 - GAC Summative Ass	8-11 - BR Looking Out for Others	8-11 - BR Adult & Children's Views	8-11 - FAE Baseline Ass	8-11 - FAE Jealousy	8-11 - CS Online Bullying
8-11 - CS Image Sharing	8-11 - AWWJ Baseline Ass	8-11 - AWWJ Breaking Down Barriers	8-11 - AWWJ Inclusion and Acceptance	8-11 - AWWJ Adult & Children's Views	8-11 - AWWJ British Values	8-11 - AWWJ Summative Ass		

- R13 - practical steps they can take in a range of different contexts to improve or support respectful relationships.*

KS1 Links

5-8 - REL Friendship	5-8 - REL Bullying	5-8 - REL Body Language	5-8 - REL Summative Ass	5-8 - BR Water Spillage	5-8 - BR Helping Someone in Need	5-8 - BR Stealing	5-8 - BR Summative Ass	5-8 - FAE Jealousy
5-8 - FAE Anger	5-8 - CS Online Bullying	5-8 - CS Computer Safety Documentary	5-8 - OW Living in Our World					

KS2 Links

5-8 - REL Summative Ass	5-8 - BR Stealing	5-8 - BR Summative Ass	8-11 - KSS Peer Pressure	8-11 - GAC Appropriate Touch/ Relationships	8-11 - GAC Adult & Children's Views	8-11 - GAC Summative Ass	8-11 - BR Baseline Ass	8-11 - BR Coming Home on Time
8-11 - BR Looking Out for Others	8-11 - BR Adult & Children's Views	8-11 - BR Stealing	8-11 - BR Summative Ass	8-11 - FAE Baseline Ass	8-11 - FAE Jealousy	8-11 - FAE Anger	8-11 - CS Image Sharing	8-11 - WW Summative Ass
8-11 - AWWJ Baseline Ass	8-11 - AWWJ Breaking Down Barriers	8-11 - AWWJ Inclusion and Acceptance	8-11 - AWWJ Adult & Children's Views	8-11 - AWWJ British Values	8-11 - AWWJ Summative Ass			



**Relationships Education: Key stages 1 and 2** **Topic 3: Respectful relationships**

By the end of primary school, pupils should know:

- *R14 - the conventions of courtesy and manners.*

KS1 Links

5-8 - BR  
Helping Someone in Need

KS2 Links

8-11 - GAC  
Adult & Children's Views

8-11 - BR  
Adult & Children's Views

8-11 - BR  
Stealing

8-11 - BR  
Summative Ass

8-11 - AWWJ  
Breaking Down Barriers

- *R15 - the importance of self-respect and how this links to their own happiness.*

KS1 Links

5-8 - REL  
Summative Ass

5-8 - BR  
Helping Someone in Need

KS2 Links

5-8 - REL  
Summative Ass

8-11 - CS  
Image Sharing

8-11 - AWWJ  
Breaking Down Barriers

## Relationships Education: Key stages 1 and 2 **Topic 3: Respectful relationships**

By the end of primary school, pupils should know:

- R16** - 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.

KS1 Links

5-8 - KSS Staying Safe	5-8 - REL Touch	5-8 - REL Summative Ass	5-8 - BR Helping Someone in Need	5-8 - BR Stealing	5-8 - FAE Jealousy	5-8 - CS Online Bullying	5-8 - FS Fire Safety
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KS2 Links

5-8 - KSS Staying Safe	5-8 - REL Touch	5-8 - REL Summative Ass	5-8 - BR Stealing	5-8 - FS Fire Safety	8-11 - GAC Baseline Ass	8-11 - GAC Summative Ass	8-11 - BR Looking Out for Others	8-11 - BR Stealing
8-11 - CS Online Bullying	8-11 - CS Image Sharing	8-11 - AWWJ Baseline Ass	8-11 - AWWJ Breaking Down Barriers	8-11 - AWWJ Inclusion and Acceptance	8-11 - AWWJ Adult & Children's Views	8-11 - AWWJ British Values	8-11 - AWWJ Summative Ass	

- R17** - 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.

KS1 Links

5-8 - REL Bullying	5-8 - REL Summative Ass	5-8 - FAE Jealousy	5-8 - CS Online Bullying	5-8 - CS Computer Safety Documentary	5-8 - CS Summative Ass
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KS2 Links

5-8 - REL Summative Ass	5-8 - CS Summative Ass	8-11 - BR Looking Out for Others	8-11 - CS Online Bullying	8-11 - CS Adult & Children's Views	8-11 - CS Summative Ass
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**Relationships Education: Key stages 1 and 2**    **Topic 3: Respectful relationships**

By the end of primary school, pupils should know:

- *R18 - what a stereotype is, and how stereotypes can be unfair, negative or destructive.*

KS1 Links

There are no KS1 links for this area

KS2 Links

8-11 - AWWJ  
British Values

- *R19 - the importance of permission-seeking and giving in relationships with friends, peers and adults.*

KS1 Links

5-8 - KSS  
Staying Safe

5-8 - KSS  
Summative Ass

5-8 - REL  
Touch

5-8 - BR  
Stealing

5-8 - CS  
Image Sharing

5-8 - CS  
Computer Safety  
Documentary

5-8 - CS  
Making Friends Online

5-8 - CS  
Summative Ass

KS2 Links

5-8 - KSS  
Staying Safe

5-8 - KSS  
Summative Ass

5-8 - REL  
Touch

5-8 - BR  
Stealing

5-8 - CS  
Making Friends Online

5-8 - CS  
Summative Ass

8-11 - KSS  
Adult & Children's Views

8-11 - BR  
Coming Home on Time

8-11 - BR  
Stealing

8-11 - BR  
Summative Ass

8-11 - CS  
Making Friends Online

8-11 - CS  
Summative Ass

8-11 - WW  
In-App Purchases

8-11 - WW  
Summative Ass

**Relationships Education: Key stages 1 and 2**    **Topic 4: Online relationships**

By the end of primary school, pupils should know:

- *R24 - how information and data is shared and used online.*

KS1 Links

5-8 - CS  
Baseline Ass

5-8 - CS  
Online Bullying

5-8 - CS  
Image Sharing

5-8 - CS  
Computer Safety  
Documentary

KS2 Links

8-11 - CS  
Baseline Ass

8-11 - CS  
Adult & Children's Views

## Relationships Education: Key stages 1 and 2 **Topic 5: Being safe**

By the end of primary school, pupils should know:

- R25 - what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)*

KS1 Links

5-8 - KSS Staying Safe	5-8 - KSS Summative Ass	5-8 - KSH Medicine	5-8 - REL Bullying	5-8 - REL Touch	5-8 - REL Summative Ass	5-8 - FAE Jealousy	5-8 - CS Online Bullying	5-8 - CS Image Sharing
5-8 - CS Making Friends Online	5-8 - CS Computer Safety Documentary	5-8 - CS Summative Ass						

KS2 Links

5-8 - KSS Staying Safe	5-8 - KSS Summative Ass	5-8 - KSH Medicine	5-8 - REL Touch	5-8 - REL Summative Ass	5-8 - CS Making Friends Online	5-8 - CS Summative Ass	8-11 - KSS Peer Pressure	8-11 - GAC Appropriate Touch/ Relationships
8-11 - GAC Summative Ass	8-11 - BR Looking Out for Others	8-11 - CS Online Bullying	8-11 - CS Image Sharing	8-11 - CS Adult & Children's Views	8-11 - CS Making Friends Online	8-11 - CS Summative Ass	8-11 - AWWJ British Values	

- R26 - 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*

KS1 Links

5-8 - REL Summative Ass	5-8 - CS Computer Safety Documentary
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KS2 Links

5-8 - REL Summative Ass	8-11 - GAC Appropriate Touch/ Relationships	8-11 - GAC Summative Ass	8-11 - CS Image Sharing	8-11 - CS Adult & Children's Views
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**Relationships Education: Key stages 1 and 2** **Topic 5: Being safe**

By the end of primary school, pupils should know:

- R27 - that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.*

KS1 Links

5-8 - KSS Summative Ass	5-8 - REL Touch	5-8 - REL Summative Ass	5-8 - FAE Jealousy
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KS2 Links

5-8 - KSS Summative Ass	5-8 - REL Touch	5-8 - REL Summative Ass	8-11 - GAC Appropriate Touch/ Relationships	8-11 - BR Looking Out for Others
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- R28 - how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.*

KS1 Links

5-8 - KSS Baseline Ass	5-8 - KSS Staying Safe	5-8 - KSS Summative Ass	5-8 - REL Summative Ass	5-8 - BR Helping Someone in Need	5-8 - CS Baseline Ass	5-8 - CS Computer Safety Documentary	5-8 - CS Making Friends Online	5-8 - CS Summative Ass
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KS2 Links

5-8 - KSS Staying Safe	5-8 - KSS Summative Ass	5-8 - REL Summative Ass	5-8 - CS Making Friends Online	5-8 - CS Summative Ass	8-11 - KSS Baseline Ass	8-11 - KSS Adult & Children's Views	8-11 - GAC Appropriate Touch/ Relationships	8-11 - CS Adult & Children's Views
8-11 - CS Making Friends Online	8-11 - CS Summative Ass	8-11 - FA Baseline Ass	8-11 - FA First Aid - Year 5	8-11 - FA First Aid - Year 6 (Part 1)				

## Relationships Education: Key stages 1 and 2 **Topic 5: Being safe**

By the end of primary school, pupils should know:

- R29** - how to recognise and report feelings of being unsafe or feeling bad about any adult.

KS1 Links	5-8 - KSS Baseline Ass	5-8 - KSS Staying Safe	5-8 - KSS Summative Ass	5-8 - REL Touch	5-8 - REL Summative Ass	5-8 - BR Helping Someone in Need	5-8 - FAE Summative Ass	5-8 - CS Computer Safety Documentary	5-8 - CS Making Friends Online
	5-8 - CS Summative Ass	5-8 - HW Hazard Watch	5-8 - FS Fire Safety						
KS2 Links	5-8 - KSS Staying Safe	5-8 - KSS Summative Ass	5-8 - REL Touch	5-8 - REL Summative Ass	5-8 - FAE Summative Ass	5-8 - CS Making Friends Online	5-8 - CS Summative Ass	5-8 - HW Hazard Watch	5-8 - FS Fire Safety
	8-11 - KSS Peer Pressure	8-11 - KSS Water Safety	8-11 - KSS Adult & Children's Views	8-11 - KSS Summative Ass	8-11 - GAC Appropriate Touch/ Relationships	8-11 - GAC Summative Ass	8-11 - CS Adult & Children's Views	8-11 - CS Making Friends Online	8-11 - CS Summative Ass

- R30** - how to ask for advice or help for themselves or others, and to keep trying until they are heard.

KS1 Links	5-8 - KSS Baseline Ass	5-8 - KSS Staying Safe	5-8 - KSS Summative Ass	5-8 - REL Touch	5-8 - REL Summative Ass	5-8 - FAE Summative Ass	5-8 - CS Computer Safety Documentary	5-8 - CS Making Friends Online	5-8 - HW Hazard Watch
	5-8 - FS Fire Safety								
KS2 Links	5-8 - KSS Staying Safe	5-8 - KSS Summative Ass	5-8 - REL Touch	5-8 - REL Summative Ass	5-8 - FAE Summative Ass	5-8 - CS Making Friends Online	5-8 - HW Hazard Watch	5-8 - FS Fire Safety	8-11 - KSS Baseline Ass
	8-11 - KSS Peer Pressure	8-11 - KSS Water Safety	8-11 - KSS Summative Ass	8-11 - GAC Appropriate Touch/ Relationships	8-11 - GAC Summative Ass	8-11 - FAE Summative Ass	8-11 - CS Adult & Children's Views	8-11 - CS Making Friends Online	8-11 - CS Summative Ass
	8-11 - FA Baseline Ass	8-11 - FA First Aid - Year 4	8-11 - FA First Aid - Year 5	8-11 - FA First Aid - Year 6 (Part 1)					





Lower Park PSHE Policy

**LOWER PARK PRIMARY SCHOOL**

# **PSHE policy**

**May 2023**



**Lower  
Park  
School**

## 1. Overview

The purpose of the PSHE curriculum is to provide all pupils with opportunities to:

- Develop confidence and responsibility and make the most of their abilities
- Prepare to play an active role as citizens through developing skills for living and valuing themselves and respecting others
- Develop a healthy lifestyle
- Contribute to their community and the wider world and becoming morally and socially responsible
- Develop good relationships and respect the differences between people.

## 2. Intent

At Lower Park, we intend to provide personal, social, health, economics education (PSHE) which enables children to become healthy, independent and responsible members of society. We hope to encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing to help develop their sense of self-worth. We teach them how society is organised and governed and ensure that they experience the process of democracy in school through the school council. We teach them about rights, respect and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

## 3. Implementation

**Through a wide variety of assemblies and class based circle times and lessons using the Young Citizens resources we cover three core themes as recommended in the PSHE Association curriculum:**

### **Core Theme 1: Health and wellbeing**

- What is meant by a healthy lifestyle?
- To maintain physical, mental and emotional health and wellbeing
- To manage risks to physical and emotional health and wellbeing
- ways of keeping physically and emotionally safe
- About managing change, including puberty, transition and loss
- To make informed choices about health and wellbeing and to recognise sources of help with this
- To respond in an emergency
- To identify different influences on health and wellbeing

### **Core Theme 2: Relationships**

- To develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- To recognise and manage emotions within a range of relationships
- To recognise risky or negative relationships including all forms of bullying and abuse
- To respond to risky or negative relationships and ask for help
- To respect equality and diversity in relationships.

### **Core Theme 3: Living in the wider world – Economic wellbeing and being a responsible citizen**

- About respect for self and others and the importance of responsible behaviours and actions
- About rights and responsibilities as members of families, other groups and ultimately as citizens
- About different groups and communities
- To respect equality and to be a productive member of a diverse community
- About the importance of respecting and protecting the environment
- About where money comes from, keeping it safe and the importance of managing it effectively
- How money plays an important part in people's lives

- A basic understanding of enterprise.

The core themes are underpinned by the Lower Park Values of: Respect, Curious, Brave, and Responsible, Active and Creative as well as the fundamental British Values of Democracy, The rule of law, Individual liberty, Mutual respect and Tolerance of those of different faiths and beliefs.

## 4. Impact

**PSHE** learning's impact on physical and mental health, levels of bullying and general behaviour shows that PSHE allows pupils to excel by removing barriers to learning, and developing skills and attributes which support their progress.

Prepared for the Governing Body: June 24

### Appendix 3: Parent form: withdrawal from sex education within RSE

To be completed by parents

Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education (puberty education in year 6)			
Any other information you would like the school to consider			
Parent signature			

Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken.
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