

WEXHAM COURT PRIMARY SCHOOL

Health and Relationship Education Policy

2020 - 2023



Date Approved:	Spring 2020
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Responsibility:	Full Governing Body
Approved By:	Full Governing Body

WEXHAM COURT PRIMARY SCHOOL

Health and Relationship Education Policy

Introduction

Health and Relationship Education (HRE) will reflect the values and aims of our Wellbeing Curriculum. HRE is taught in the context of relationships, responsibilities and growth. In addition, HRE will promote self-esteem and emotional literacy, healthy living and well-being and help the children form and maintain positive and healthy relationships, based on respect for themselves and for others, at home, school, work and in the community.

We aim to provide a holistic education for all children. Every pupil will receive their full entitlement to HRE regardless of their educational ability, gender, race, disability, sexual orientation, ethnicity or faith. We aim to support children in their emotional, cultural and social, as well as academic development. Through our curriculum children will learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Definition

Health and Relationships education (HRE) is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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

Intent

The wellbeing curriculum brings together, physical, emotional and spiritual education, which is designed to help children make the best possible choices for them and their community. They reflect on their learning, build upon ideas and beliefs and challenge or are challenged in regards to their views. The core purpose of the curriculum is to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community, enabling confident, emotionally intelligent and reflective citizens. Our Health, Relationships and Wellbeing Curriculum ensures that our children develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. We have developed a clear coverage and progression of skills and content in PSHE, RE, PE and Mental Health. These disciplines do not stand alone they complement each other and are taught to ensure links are made throughout the learning process.

The key aims of Health and Relationships education (HRE) at Wexham Court are to:

- Provide a holistic and age appropriate curriculum in which sensitive discussions can take place
- Prepare children for puberty, and give them an understanding of physical and emotional development and the importance of health and hygiene

- Support children in developing feelings of self-respect, confidence and empathy
- Create a positive culture around issues of equality, sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Prepare children for living in a diverse and ever evolving world, providing them with the correct knowledge, terminology and ensuring that misconceptions are addressed so that children know more, remember more and understand more about HRE
- Ensure that the curriculum design is underpinned by our school values and fundamental British Values
- Provide an inclusive, calm and safe environment in which sensitive discussions can take place so that pupils have confidence to ask questions
- Teach children about what a positive self-image is and, how having a positive view of our selves enhances our mental health and wellbeing.

Implementation

At Wexham Court we choose to deliver Personal, Social, Health Education using Jigsaw, the mindful approach to PSHE

- Health and Relationships Education is delivered through the Science, RE and PSHE Curriculum. A planned and co-ordinated approach to each subject area provides an appropriate framework for the objectives of HRE to take place
- HRE is taught by class teachers who have received in depth training in delivering the content to their classes. The sessions will be underpinned by the mindfulness approach and will be taught using range of teaching methods including philosophical questioning, debate, use of ICT, discussions, looking at case studies, drama and role-play
- Health and relationship education is usually delivered in mixed gender groups however, there may be occasions where single gender groups are more appropriate and relevant. On these occasions parents will be communicated
- The children's reflections of their learning will be evidenced and in their jigsaw journals where they are encouraged to present their reflects in whatever way they choose
- HRE will be taught in the summer term across the school in PSHE lessons and elements within the science curriculum will be taught in the spring term.

Curriculum coverage has been updated and reviewed inline with the new HRE statutory Guidance (see appendix 2)

Impact

Through the PSHE Curriculum design we have ensured robust coverage, progression and planning for all units. Each series of lessons has a clear structure and an end of unit assessment, which will inform the planning process, children's next steps and support us in refining and developing this Curriculum further. The planning and resources given throughout the Curriculum provide teachers with the option to assess children against nine descriptors for each unit, teachers will upload this on to Insights. This allows us to track and monitor children's progress in the key areas of HRE. Children will also self-assess against the same descriptors using the self-assessment grids in child friendly language.

Statutory requirements

The Department for Education has already passed legislation to include mandatory Relationships and Health Education in the National Curriculum for primary schools from September 2020. New school guidance was ratified in March 2019 and sets out to schools what they are expected to teach. Primary aged children will learn that not all families are the same and to respect these differences. They will also learn about bullying and how to treat others with respect, whether this is within their immediate relationships, or in the wider community (this is covered in the Jigsaw unit 'Celebrating differences'). The guidance also states that when learning about different families, care should be taken to avoid stigmatisation of children based on their home circumstances. It also reaffirms the duty for schools to comply the law (including the Equality Act 2010 and the Marriage Act 2013) as it applies to relationships, so that children and young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make, within the Equality Act, where sexual orientation and gender-reassignment are two of the nine protected characteristics. The Relationships and Health Education guidance does not suggest a specific age when LGBTQ should be brought into the curriculum, but there is an expectation for it to be included in a sensitive and age-appropriate manner. (See Appendix 1 for Statutory guidance summary) Schools are also required to promote fundamental British values including democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

What does the new Health and Relationships Education cover?

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'. The new guidance states that by the end of primary school all children should know: 'how to report concerns or abuse, and the vocabulary and confidence needed to do so'. The new guidance states that Relationships Education should promote equal, safe and enjoyable relationships and be taught in a way which fosters LGBT and gender equality, in line with the Equalities Act 2010. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their relationships and to take responsibility for their sexual health and well-being.

At Wexham Court HRE enables children to understand what good practice in being inclusive looks like and reflecting difference through teaching, creating a positive culture and ensuring that any incidents of negative behavior are not tolerated. Opportunities within the curriculum might arise, for example, when considering

different types of family, the law around marriage or different marriage customs. Underpinning this work with the fundamental British values of acceptance, tolerance and valuing difference will allow us to make clear that the views of different faiths can vary but difference will be accepted and valued within the law. The Department for Education is very clear that parents do not have the right to dictate or veto the content of relationships and health education on the grounds of protected characteristics. We will ensure that fundamental British values are promoted and protected characteristics are reflected to ensure that no one characteristic is seen to be valued over another.

Teaching children to accept difference and to foster good relationships with others

HRE does not 'promote' LGBTQ lifestyles. However, it does raise children's awareness that some people in society are LGBTQ. This is not done in isolation. When discussing similarity and difference in lessons, children learn about a whole range of differences, such as difference in physical appearance and personality, likes and dislikes, and that people can have differences of opinion. This helps them to understand that we are all unique human beings. Within the context of these lessons they will also be introduced to different cultures and ethnicities, people with different religions and beliefs, and about people with disability or special needs. They will also be aware that some people are from the LGBTQ community.

When discussing any differences between people, Jigsaw helps teach children to form opinions about others based on whether they are kind, law-abiding, respectful, trustworthy, and responsible people, rather than judging them on appearance or whether a particular aspect of their lifestyle is different to their own. Children also learn about discrimination and prejudice including racism, sexism, and ageism.

Health and Sex Education Curriculum

Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'. Health Education includes a section for primary schools on puberty, the changing adolescent body, menstrual wellbeing and the menstrual cycle. Relationships Education, Health Education and science together to protect children by ensuring they have knowledge of their bodies, the human life-cycle, emotions, acceptable behavior and right and wrong. Effective HRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

<u>Key aspects covered in KS1</u>	<u>Key aspects covered in KS2</u>
<ul style="list-style-type: none"> • Growing from young to old • how my body has changed since I was a baby • Friendship and family life • Safeguarding • Family stereotypes • How boys and girls bodies are different • Scientific vocabulary for identifying body parts • Transition to new Year group 	<ul style="list-style-type: none"> • How babies are made • My changing body • Puberty • Menstruation • Becoming a teenager • Assertiveness and self-respect • Self and body image • Relationship skills e.g.conflict resolution • Accepting change • Looking ahead • Moving/transition to secondary school

We recognise that sex education is not compulsory in primary schools; however, we have decided to cover some content on sex education to meet the needs of pupils and prepare them for the transition to high school. Sex and Health education content is taught in year 5 and 6 . The main objectives include

- Year 5 Puberty, self and body image and conception
- Year 6 – In year 6 the knowledge of Year 5 is built on and progressed they will cover - Puberty for boys and girls, and understanding conception to birth of a baby- All lessons are taught using simple, child-friendly language.

For more information about our curriculum, see our curriculum map in Appendix 2.

In Year 5 and 6 the children take part in the Choices programme, Year 5 and Year 6 take part in the ‘Choices Programme’ this 12-week programme is designed to enhance children’s awareness of their own identity and the identity of others, providing them with the ability to self-regulate and reflect upon their emotions and experiences. They come across real life dilemmas, which they must problem solve. The sessions are based around positive relationships and link to the National Curriculum guidance. See Appendix 3 for the overview

Dealing with difficult topics / questions

Each year group will be taught appropriate to their age and developmental stage. Please note: at no point will a child be taught something that is inappropriate; and if a question from a child arises and the teacher feels it would be inappropriate to answer, (for example, because of its mature or explicit nature), the child will be encouraged to ask his/her parents or carers at home, and the question will not be answered to the child or class if it is outside the remit of that year group’s programme.

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. All teachers are aware of the ground rules which provide an agreed structure to answering sensitive or difficult questions. Sensitive and controversial issues are

certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

- **'Silly questions'** Children are testing boundaries and have no interest in the answer. In this case, teachers will not answer questions, and explain that they are inappropriate.
- **'Concerning questions'** these could possibly be indicative of safeguarding issues. In this case, teachers will follow the school safeguarding procedures.
- **'Genuine questions'** the child has a genuine but age inappropriate question. In this case, the child's question will be acknowledged, with a promise to return to it later. The class teacher will then consult with the child's parents, and discuss if they would like to answer, or they want school to answer, in the case of the latter, it will be discussed.
- A **'Worry box'** is in place in every classroom and is checked daily. Children can use this freely and are encouraged to do so if they are worried or concerned about anything.

Parent workshops will be delivered prior to the unit. This will be a chance for parents to view the resources used and understand the context behind the curriculum. We will also discuss what pedagogical approaches we take to teaching HRE. See Appendix 5 for further information on how parents can discuss topics and answers their children questions.

Safeguarding / Confidentiality

Teachers need to be aware that effective Health and Relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. Equally that it may be a very difficult and personal subject for some children. If a disclosure was to arise staff will follow our safeguarding process.

- The staff member will inform the DSL and follow the schools child protection policy.
- Ask the Designated Child Protection lead if there are any concerns of any children when teaching SRE in regards to puberty and reproduction.
- A member of staff cannot promise confidentiality if concerns exist.

Differentiation/SEND Provision

The Jigsaw units are written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each lesson to meet the needs of the children in their classes. To support this differentiation, many Jigsaw lessons suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for children in their classes with special educational needs, each unit includes a P-level grid with suggested activities for children working at each of those levels.

Parental Engagement

The Health and Relationship Education policy is shared on the school website and full details are available on request. The school informs parents when aspects of the Health, Sex and Relationship programme are taught and will be given an outline of the lessons in advance.

Up until September 2020, when statutory Relationships and Health Education becomes law in England, parents and carers have the right to withdraw from Relationships and Sex Education in primary schools, apart from elements that are included with the school's science curriculum.

This parental right changes in September 2020 when parents will not be able to withdraw from Relationships and Health Education, and this includes lessons on puberty, prejudice and discrimination, bullying, difference and diversity and different families.

Parents do have the right to withdraw their children from the sex education part of the HRE programme (non-statutory objectives taught in Year 5 and 6) and alternative arrangements will be made for their children's supervision. The request to withdraw must be made in writing to the Phase Leader using the form found in Appendix 4. Alternative work will be given to children who are withdrawn from sex education.

Monitoring, Assessing and Reviewing

To ensure that the policy is adhered to and is effective, it will be monitored, reviewed and evaluated regularly. The school will assess the effectiveness of the aims, content and methods in promoting pupils' learning by team teaching and coaching, sampling teachers planning, questionnaires to teachers and children and feedback from parents. The effectiveness of the HRE programme will be evaluated by assessing children's learning by analysing the data from insights and implementing change if required.

Reviewing

The governing board will review this policy regularly in the light of any changes to the national curriculum or to legislation and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Links with other policies

This policy is linked with the following policies:

- PSHE
- Equal Opportunities
- Safeguarding
- E-Safeguarding
- Confidentiality
- Behaviour
- Anti-Bullying
- Curriculum policy

This is a true version signed by

Mr J. Reekie, Chair of Governors

Signed:

Date:

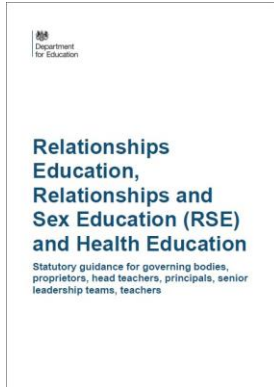
Miss N Mehat Headteacher

Signed:

Date:

Review date: Spring 2023

Appendix 1 – Summary of Main Points



Regulations

The new subjects of Relationships Education and RSE must be taught in all maintained schools, academies and independent schools. This includes:

- pupil referral units
- maintained special schools
- special academies
- non-maintained special schools

All schools, except independent schools, must make provision for Health Education.

Headlines for Primary Schools

- Schools are free to determine how they deliver the content but the expectation is that it will be taught within a planned programme or lessons in a sequenced way rather than during off-timetable days.
- The use of visitors should be to enhance teaching by the school staff rather than as a replacement for it.
- Schools must ensure that teaching: is accessible to all pupils with SEND and additional learning needs; reflects the preparing for adulthood outcomes in the SEND code of practice; takes into account that some of these pupils may be more vulnerable to bullying and exploitation; and if required, tailor content to the specific needs of individual pupils.
- Schools must ensure they are inclusive and comply with the Equality Act 2010 (Protected characteristics: age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, sexual orientation.)
- Schools must promote fundamental British values including democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.
- All schools must take into account the religious backgrounds of all pupils and are expected to include LGBT content within their relationships teaching.
- In primary schools this equates to reflecting the fact that children are raised in different types of families including LGBT parents and same sex couples can get married. Underpinning this work with the fundamental British values of acceptance, tolerance and valuing difference will allow schools to make clear that the views of different faiths can vary but difference will be accepted and valued within the law.
- Primary schools do not have to teach sex education but may choose to teach some, in addition to the content included in Relationships Education, Health Education and NC Science.
- Advisable to refer to Relationships & Health Education as sex education content is not compulsory.
- Parents can NOT withdraw from relationships education or health education (see below for content).
- Parents CAN withdraw from any additional sex education content, not included in relationships education, health education or science, the school decides to deliver.
- Schools need to consider how they will respond to any questions from pupils that fall outside the curriculum (relationships education, health education or science) or within any sex education included but from which the child asking has been withdrawn.
- Schools are encouraged to consult pupils to gain their views about their learning needs.
- Schools are encouraged to engage with parents but the Department for Education is very clear that parents do not have the right to dictate or veto the content of relationships and health education on the grounds of protected characteristics.

Policy development requirements - Primary Schools

- From September 2020, primary schools must have a Relationships Education Policy and the law requires them to consult with parents when it is written and whenever updated.
- From September 2020, if the school chooses to teach sex education they must also have a Sex Education Policy and the law requires primary schools to consult on this also.
- Both of these can be within another policy e.g. PSHE but must be clearly defined to allow consultation.

Policy content requirements - Primary Schools

1. Define relationships and health education and link to the school ethos and inclusiveness.
2. Set out the subject content, how it is taught, when it is taught year group(s) and term, who is responsible for teaching it (e.g. class teachers, science teachers, PE teachers etc).
3. Make clear any additional sex education content the school has decided to deliver.
4. Information about how the subject is monitored and evaluated.
5. Information about a parent's right to withdraw including:
 - what they can and cannot withdraw from
 - the process for withdrawal
 - the process if a withdrawn child asks a question
6. Policy review dates, updates and how it is approved (i.e. governors or trustees).
7. How parents will be involved and how and when pupils will be consulted.
8. How the content and delivery will be made accessible to pupils with additional learning needs and SEND.
9. Information about the school's obligations in law e.g. the Equality Act.

DofE: Parental Engagement on Relationships Education, October 2019

- Refer to 'parental engagement', rather than consultation, because schools ultimately make the final decisions and parental engagement does not amount to a parental veto.
- The process advised by the DofE is:
 - policy and curriculum development
 - engagement to present curriculum and policy and reassure
 - opportunity for parents to ask questions and give views
 - school considers views and makes final decisions
 - final decisions communicated to parents
 - possible support for parents to enable them to talk to their children and answer questions at home
- Engagement with parents means providing an opportunity for parents to express their views.
- The school is not obliged to make changes based on parent feedback as long as they have provided the opportunity.
- Parent expectations of engagement need to be managed.
- "The Department for Education will back any school that, having engaged with parents and listened to their views, takes reasonable decisions on their relationships curriculum, including the teaching of topics sensitive to their parents."
- Engagement does not need to be lengthy or ongoing, the DofE advise is should have a defined end point.
- Existing parent engagement processes can be used or new ones developed.

- The DofE recommends that schools do NOT accept anonymous feedback and take steps to ensure that feedback received is from current parents.
- It is advisable to meet face-to-face with individual parents who have concerns.

Content for Primary Schools – Relationships Education

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

Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • How to recognise and report feelings of being unsafe or feeling bad about any adult. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. • How to report concerns or abuse, and the vocabulary and confidence needed to do so. • Where to get advice e.g. family, school and/or other sources.
TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness. • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • What a stereotype is, and how stereotypes can be unfair, negative or destructive. • The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not. • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • How information and data is shared and used online.
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Content for Primary Schools – Physical Health and Mental Wellbeing (Health Education)

TOPIC	PUPILS SHOULD KNOW
Physical health and fitness	<ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • The risks associated with an inactive lifestyle (including obesity). • How and when to seek support including which adults to speak to in school if they are worried about their health.
Basic first aid	<ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary. • Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • About menstrual wellbeing including the key facts about the menstrual cycle.

TOPIC	PUPILS SHOULD KNOW
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<p>Mental wellbeing</p>	<ul style="list-style-type: none"> • That mental wellbeing is a normal part of daily life, in the same way as physical health. • That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
<p>Internet safety and harms</p>	<ul style="list-style-type: none"> • That for most people the internet is an integral part of life and has many benefits. • About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • Why social media, some computer games and online gaming, for example, are age restricted. • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • Where and how to report concerns and get support with issues online.

Healthy eating	<ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content). • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
TOPIC	PUPILS SHOULD KNOW
Health and prevention	<ul style="list-style-type: none"> • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • The facts and science relating to allergies, immunisation and vaccination.



Appendix 2 - The grid below shows specific HRE/ SRE learning intentions for each year group in the 'Changing Me' unit

Year	Piece Number & Name	Learning Intentions 'Pupils will be able to...'	Content
1	Piece 1 Life Cycles	start to understand the life cycles of animals and humans understand that changes happen as we grow and that this is OK	<p>Connect us - Paired activity: changes from baby to adult</p> <p>Open my mind - whole class sing 'Changing as I grow'</p> <p>Show me or Tell me - Whole class BBC Learning Clip: 9463 Frogs, discussion how did the frogs spawn turn into the frog (in what order)? Teacher led discussion using photographs showing similar growth stages for humans.</p> <p>Let me learn - Paired activity - Life cycles, sorting the life cycle cards into the right order</p> <p>Help me reflect - Draw and write individual activity - 'me now and what I want to be when I grow up'.</p>
1	Piece 3 My Changing Body +	know how my body has changed since I was a baby understand that growing up is natural and that everybody grows at different rates	<p>Open my mind - whole class sing 'Changing as I grow'</p> <p>Show me or Tell me - baby photo session. Distinguish between changes: body, appearance, abilities,</p> <p>Let me learn - individual activity, writing about how you have changed since you were a baby / little</p> <p>Help me reflect - individual draw and write activity: 'I am pleased I am getting older because...'</p>

2	Piece 2 Growing from Young to Old	tell you about the natural process of growing from young to old and understand that this is not in my control identify people I respect who are older than me	<p>Open my mind - Sing the Jigsaw Song: Changing as I grow. Partner activity, using PowerPoint to discuss visible changes from a baby to an elderly person.</p> <p>Tell me or Show me - Whole class, using the book 'My Grandpa is Amazing' by Nick Butterworth to talk about growing older. Share photos of grandparents (if any have brought them in) - could invite grandparents in too to talk about how they were when they were younger etc.</p> <p>Let me learn - Using the Leaf template, individual draw and write activity about someone older who is special, share these with whole class. Create a positive impression of growing older.</p> <p>Help me reflect - Individual activity, complete the sentence stem: 'One thing that changes, in a good way, when we get old is...'</p>
2	Piece 3 The Changing Me	recognise how my body has changed since I was a baby and where I am on the continuum from young to old feel proud about becoming more independent	<p>Connect us - Circle time activity (talking partners first) complete one of these sentence stems, taking each one in turn: 'When I was a baby I could...'; 'Now I am 6/7 years old I can...'; 'When I am grown up I will be able to...'</p> <p>Open my mind - Whole class activity using the story of Titch and discuss the theme of growing.</p> <p>Tell me or Show me - Whole class sorting activity using timeline labels 'Baby', 'Toddler', 'Child', 'Teenager', 'Adult' and a collection of different items. Discuss how growing and changing brings more abilities, more freedom and independence, more responsibilities, more knowledge.</p>
2	Piece 4 Boys' and Girls' Bodies	recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private tell you what I like/don't like about being a boy/girl	<p>Open my mind - Groups of 4 discuss differences between the things girls do and the things boys do - share some ideas with whole class.</p> <p>Show me or Tell me - Whole class sorting activity, body parts specific /not specific to gender</p> <p>Let me learn / Help me reflect - Individual draw and write activity, 'This is me, what it means to be a girl or a boy to me'.</p>

3**	Piece 1 Assertiveness	understand there are different types of touch and tell you which ones I like and don't like be confident to say what I like and don't like and ask for help	<p>Connect us - circle time activity, pass the touch. Discuss when we use touch, positive and negative.</p> <p>Tell me or Show me - Class activity, share the poem 'What About You?' Alternatively, read the book 'Hug' by Jez Alborough. Ask the children to think about the sort of touches they like.</p> <p>Let me learn - Individual draw and write activity; 'two types of touch I like'. Help me reflect - Individual draw and write activity, 'One way I like touch is when...'</p>
2	Piece 1 Life Cycles in Nature	recognise cycles of life in nature understand there are some changes that are outside my control and to recognise how I feel about this	<p>Connect us - 'Find your pair' card activity to get in pairs and consider what has changed between the two card images (young animal to adult animal) Open my mind - Sing 'Changing as I grow' and go through the song lyrics identifying changes in the song (and add own ideas). Reinforce change is sometimes out of our control and it's OK.</p> <p>Tell me or Show me - whole class activity using BBC Learning Clip 2250: An introduction to life cycles. Discussion about life cycles.</p> <p>Let me learn - Draw and write individual activity to show what they know about a life cycle.</p>
3	Piece 2 How Babies Grow	understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby express how I feel when I see babies or baby animals	<p>Connect us - using pair cards, find your partner and talk about changes from being a baby to an adult.</p> <p>Open my mind - Class activity, introduction using PowerPoint to females having babies and males having an important parenting role.</p> <p>Tell me or Show me - Class activity, preferably with a parent and new baby, or puppy/kitten. Consider what it would be like to have a new baby. Discuss what it needs each day, routines, caring for him/her.</p> <p>Let me learn - paired draw and write activity; three pictures in sequence to show changes that happen for the baby: from birth, to being a child/young animal, to being fully grown.</p> <p>Help me reflect - Individual draw and write, 'how have I changed since I was a baby' (especially around independence).</p>

3	Piece 3 Babies	understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow express how I might feel if I had a new baby in my family	<p>Connect us - whole class sing 'Changing as I grow' - and think about changes from being a baby to now</p> <p>Open my mind - Paired activity, 'what does a baby need to grow and survive' (both emotional and physical).</p> <p>Tell me or Show me - whole class discussion about how a baby starts out / where does it grow. PowerPoint to illustrate the baby growing in a womb.</p> <p>Let me learn - individual draw and write activity - what a baby needs to survive and live and grow.</p> <p>Help me reflect - Individual activity, list the 3 most important things a baby needs to survive and grow.</p>
3	Piece 4 Family Stereotypes	start to recognise stereotypical ideas I might have about parenting and family roles express how I feel when my ideas are challenged and be willing to change my ideas sometimes	<p>Open my mind - class activity using Task cards to think about male/female roles. Tell me or Show me - Class discussion to introduce the word 'stereotypical' and why/how roles within their families are taken.</p> <p>Let me learn - In groups design a pillow case for a boy/girl. Is it stereotypical?</p> <p>Complete the sentence: 'Our design is/is not stereotypical because...'</p> <p>Help me reflect - individual reflection, who does which jobs in their home?</p>
4 ***	Piece 1 Outside Body Changes	<p>understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies identify how boys' and girls' bodies change on the outside during this growing up process</p> <p>recognise how I feel about these changes happening to me and know how to cope with those feelings</p>	<p>Connect us - circle time activity; changes that have happened and good and bad things about change.</p> <p>Open my mind - Class activity to introduce the word puberty and changes outside the body.</p> <p>Tell me or Show me - class sorting activity using body cards. Reinforce puberty changes with PowerPoint.</p> <p>Let me learn - Paired activity using resource sheet 'My Life, My Changes'.</p> <p>Help me reflect - individual reflection on what may be worrying them about growing up and what they are looking forward to.</p>

4 ***	Piece 2 Inside Body Changes	identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up recognise how I feel about these changes happening to me and how to cope with these feelings	<p>Open my mind - Class discussion, where does a new life start from? Pick out differences (chicken lay eggs etc.)</p> <p>Tell me or Show me - Class activity, PowerPoint slides to identify and explain the key elements of puberty changes inside the body and how the changes link to the start of a new life.</p> <p>Let me learn - Paired activity using 'The Great Growing Up Adventure'.</p> <p>Help me reflect - Question Answer session using 'Jigsaw Jino's Private Post Box'.</p> <p>Respond to the questions with the class and deal with things in a form such as</p> <p>"Jigsaw Jino tells me some people aren't sure about... Let me explain it..."</p>
4	Piece 3 Unique me	I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm I appreciate that I am a truly unique human being	<p>Open my mind - class activity using the kitten/mother cards to show how some characteristics are passed on but others are unique to us.</p> <p>Tell me or Show me - Using photos of a known adult and their parents, identify characteristics that have been passed on (eye colour etc.)</p> <p>Let me learn - Class activity using 'My Parents and Me Puzzle' to highlight for the children that some characteristics are genetic and passed to a child when egg and sperm meet at conception. Also link to grandparent characteristics as well as those that are unique.</p> <p>Help me reflect - Individual draw and write activity, 'Being a truly unique human being makes me feel...'</p>
4	Piece 4 Girls and Puberty *	describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty	<p>Connect us - Whole class activity to recap on previous learning about puberty, use 'How do I feel about Puberty Cards' as a stimulus to discussion.</p> <p>Open my mind - Whole class activity using different items to do with growing up. Introduce the word 'menstruation' and puberty in girls. Show the animation: The Female Reproductive System.</p> <p>Tell me or Show me - whole class activity to go through the stages of menstruation.</p> <p>Let me learn - Paired/small group sorting activity using 'Menstruation Cards' Help me reflect - Using Jigsaw Jaz to raise any worries about</p>

			growing up.
5	<p>Piece 1</p> <p>Self-Image and</p> <p>Body- Image</p>	<p>be aware of my own self-image and how my body image fits into that</p> <p>know how to develop my own self esteem</p>	<p>Connect us - whole class circle activity, rolling the ball and giving complements</p> <p>Open my mind - small group sorting activity, using 'Self-image Cards', Give each card a happy / sad face. Discuss where these perceptions come from (the happy/sad faces) and share the PowerPoint slide to help children understand this issue.</p> <p>Tell me or Show me - Individual activity to explore how we see ourselves (selfimage), using the inside of the self-image picture frame card. Discuss links between self-image and self-esteem*. Group activity using the 'Gingerbread person image' to create someone with high self-esteem.</p> <p>Let me learn - Whole class discussion to consider how we can turn a negative statement into a positive one using affirmations (distance this with generic examples). Individual activity to change a sad face self-image card from Open my Mind, into a positive one.</p> <p>Help me reflect - Individual activity to write their affirmations on the front of their cards and take a few minutes in silence (perhaps with some gentle music) to repeat these to themselves. This will start to change the perceptions held in the subconscious.</p>

5	Piece 2 Puberty for Girls	explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally understand that puberty is a natural process that happens to everybody and that it will be OK for me	<p>Connect us - Using a carousel to work in different pairs, discuss what makes you feel embarrassed and what happens emotionally and physically when you are embarrassed?</p> <p>Open my mind and Tell me or Show me - Whole class revisit what is needed to make a baby. Show PowerPoint with pictures of sperm and eggs. Go through how the female body prepares itself to have a baby using the animation 'The Female Reproductive System'.</p> <p>Let me learn - Whole class revisit different sanitary products and how they are used. Single gender groups moving around four different activities (sorting, discussing, agony aunt, and writing/drawing).</p> <p>Help me reflect - sharing their work from Let me Learn. Remind children to use Jigsaw Jez's private post box for any questions they have, but don't want to say out loud.</p>
5	Piece 3 Puberty for Boys and Girls	describe how boys' and girls' bodies change during puberty express how I feel about the changes that will happen to me during puberty	<p>Connect us - Circle activity to recap on changes that happen to us as we grow and go through puberty.</p> <p>Open my mind - Whole class activity using a continuum exercise to discuss the statements listed on the 'Puberty: Points of View' sheet. Point out there are no wrong or write answers and that opinions will vary.</p> <p>Tell me or Show me - Using the PowerPoint slides of the male organs, ensure all the children understand the male reproductive system.</p> <p>Use the animation: The Male Reproductive System to reinforce this. Small group activity using 'Boys 'n' Puberty Quiz'. Review the answers together.</p> <p>Let me learn - Paired activity to produce an information leaflet or PowerPoint presentation for children aged 7 - 9, with the title 'Puberty - It Happens To Us All'. Help me reflect - whole class circle activity to share what they have produced and compare notes on the kind of questions and topics they have chosen to address.</p>

5	<p>Piece 4 Having A Baby</p> <hr/> <p>Non-Statutory</p>	<p>correctly label the internal and external parts of male and female bodies that are necessary for making a baby understand that having a baby is a personal choice and express how I feel about having children when I am an adult</p>	<p>Open my mind - Class activity to review making special things i.e. a baby.</p> <p>Group activity to discuss these questions: Why do people choose to have babies? What is difficult about looking after a baby? Point out this is a choice or ask – Does everybody have to have a baby?</p> <p>Tell me or Show me - Class discussion using the PowerPoint slides to recap where the parts to make a baby come from. Use 'story' script to tell the story of the sperm meeting the egg*. Show the animation: The Female Reproductive System.</p> <p>Let me learn - Teacher led discussion - imagine visiting another planet that does not have male / female differences - how might they reproduce? Paired activity to create a fact file for an alien on how humans reproduce.</p> <p>Help me reflect - Share fact files and remind children to use the question box if they have any questions or are unsure of anything.</p>
6	<p>Piece 1 My Self Image</p>	<p>aware of my own self-image and how my body image fits into that know how to develop my own self-esteem</p>	<p>Open my mind - Class activity using the PowerPoint image of makeup/airbrushing. Discuss the terms 'real' self-image and 'ideal' self-image Tell me or Show me - Individual activity to consider words associated with 'real self-image', using the self-image template. Highlight words that are associated with body image. Repeat for 'ideal self-image'. What problems are there is not</p>
			<p>being your ideal self-image? Discussion about how this links to good / poor self-esteem.</p> <p>Let me learn - Individual activity, using the Self-Esteem Smoothies template as a starting point, children each design an ingredients label for their self-esteem smoothie.</p> <p>Help me reflect - Individual draw and write activity, 'The main ingredient in my self-esteem smoothie is...'</p>

6	<p>Piece 2 Puberty</p>	<p>explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally express how I feel about the changes that will happen to me during puberty</p>	<p>Connect us -Starter activity to complete the 'Growing-Up bingo card'. Go through these as a class.</p> <p>Open my mind - Class (stand up - sit down) activity using the Puberty Flashcards to re-open the children's thinking about the physical changes that occur during puberty.</p> <p>Tell me or Show me - Class activity using the PowerPoint slides showing girl to woman and boy to man and the animations (The Female/Male Reproductive Systems) to reinforce learning.</p> <p>Let me learn - Small group sorting activity to play the Puberty Truth or Myth game, to reinforce learning and highlight any unknowns.</p> <p>Help me reflect - Individual activity to write privately and anonymously, at least one question they have in their mind concerning puberty and growing up, (these questions will be used in the next session). Other questions can go into Jem's Private Post Box.</p>
6	<p>Piece 3 Girl Talk/Boy Talk</p>	<p>ask the questions I need answered about changes during puberty reflect on how I feel about asking the questions and about the answers I receive</p>	<p>Connect us - Paired activity to reinforce trust and depending on each other.</p> <p>Open my mind - Circle activity to play the Puberty Round.</p> <p>Let me learn - Single gender activity (if possible)* using the questions from Help me Reflect in Piece 2. Groups discuss the question and agree a helpful answer. Class activity to share questions and answers. Reminder of the importance for trust, respect and consideration when talking about such sensitive and important issues.</p> <p>Help me reflect - Circle activity to make sure everyone is OK with the answers and doesn't have any further questions.</p>

6	<p>Piece 4 Babies - Conception to Birth</p> <p>Non-Statutory</p>	<p>describe how a baby develops from conception through the nine months of pregnancy, and how it is born recognise how I feel when I reflect on the development and birth of a baby</p>	<p>Open my mind - Class discussion to consider a baby developing. Use the</p> <p>PowerPoint of the baby developing in the womb. Play true / false card game, 'Baby Can...' using the PowerPoint slides to recap where the parts to make a baby come from. Use 'story' script to tell the story of the sperm meeting the egg*. Show the animation: The Female Reproductive System. (this is a quick recap from</p> <p>Tell me or Show me - Range of activates to choose from to go through development from conception to birth: Animations: Male/Female Reproductive Systems; invite a parent of a small baby who will answer questions about being pregnant and birth; resource sheet 'From Conception to Birth'</p> <p>Let me learn - Individual or paired activity to design a set of cards with eight (or fewer) stages of the journey from conception to birth. Children can swop cards and try each other's out. Class discussion to discuss words of how a parent feels when they have a baby (physically and emotionally).</p> <p>Help me reflect - Individual activity to consider; What are your own thoughts and feelings about the process by which a new life is formed? And, How might this affect you and your life in the future?</p>
6	<p>Piece 5 Attraction *</p>	<p>understand how being physically attracted to someone changes the nature of the relationship express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this</p> <p>FGM awareness workshops</p>	<p>Open my mind - Class mind mapping activity for the word 'independence'. Tell me or Show me - Small group activity using birthday cards (aimed at 13 year olds) to discuss perceptions (negative and positive aspects) of being a teenager. Class discussion to draw out key aspects and to reiterate that with additional 'rights' come responsibilities.</p> <p>Let me learn - Small group activity using the 'holding hands' cards to discuss what physical attraction is.</p> <p>Help me reflect - Individual writing activity to reflect on ways to cope with growing up.</p>

RSE Guidance - Relationships (Primary Phase)

Ref	What the guidance says...	What the 'Choices Programme' does...	Year 5	Year 6
Use of materials:				
UM1	Schools should assess each resource that they propose to use to ensure that it is appropriate for the age and maturity of pupils, and sensitive to their needs.	Programme resources have been specifically devised for use with years 5 and 6 and are designed to be age-appropriate, with full teachers' notes to assist delivery planning. Year group teams can plan together to meet individual school requirements.	√*	√*
UM2a	Schools should also ensure that, when they consult with parents, they provide examples of the resources that they plan to use as this can be reassuring for parents and enables them to continue the conversations started in class at home.	Lime assist schools in devising and running teacher information events to ensure that parents understand fully the reasons for the programme, and its proven benefits.	✓	✓
UM2b		Lime can develop additional resources aimed specifically at parents in order to create opportunities for extended dialogue at home that supports learning in the classroom.	✓	✓
Equality:				
EQ1	Schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation.	Characters depicted in the stories and Programme resources reflect British society across a range of characteristics such as, gender, age, race and religion.	√*	√*
EQ2	Schools may take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic.		X	X
EQ3	Schools should consider what they can do to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole-school approach.	The Programme supports students in developing a strong sense of identity, considering aspects of their own make-up such as physical characteristics, ethnicity, gender, values, beliefs and aspirations to truly understand who they are, what they value and what they want out of life. This explicitly owned sense of identity, properly reinforced, encourages students to address issues which may not otherwise be openly discussed.	√*	√*

EQ4	Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled.	The Programme explores concepts of vulnerability, and how everyone has basic psychological needs that others can exploit in negative ways. Recognition of this, and a strong sense of identity, helps students to make appropriate choices.	√*	√*
EQ5	Schools should be aware of the importance of making clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up.		X	X
EQ6	In relation to sexual violence it is essential that assumptions are not made about the behaviour of boys and young men and that they are not made to feel that this behaviour is an inevitable part of being male; most young men are respectful of young women and each other.		X	X
Pupils with SEND:				
PS1a	Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Schools should also be mindful of the Preparing for Adulthood (PfA) outcomes as set out in the SEND code of practice, when teaching these subjects to those with SEND.	The Programme is intended to be delivered universally to all students in a year 5 or 6 cohort. The programme can be of particular benefit to students with special educational needs or disabilities, as it talks explicitly about recognising vulnerabilities and equips students with the tools to be able to withstand the negative influence of those who may wish to exploit those vulnerabilities.	✓	✓
PS1b		The facilitative nature of the Programme, and the activities within it, ensures that all students can access the learning messages.	✓	✓
PS1c		The programme is based upon teasing out the opinions of pupils and building consensus, which enables all pupils to have a say and a stake in the conversations, regardless of academic ability.	✓	✓
PS2	Schools should be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities.	The Programme explores concepts of vulnerability, and how everyone has basic psychological needs that others can exploit in negative ways. Recognition of this, and a strong sense of identity, helps students to make appropriate choices.	√*	√*

PS3	In special schools and for some SEND pupils in mainstream schools there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, schools should ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.	Lime is working with PSHE professionals in special schools to tailor content to make it appropriate for students.	TBC	TBC
LGBT:				
LGBT1	In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect.	The establishment of ground rules at the beginning of each Programme element, and the revisiting and adjusting of those rules in each subsequent session, reinforces the importance of equality and mutual respect among pupils.	✓	✓
LGBT2	Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson.	Where appropriate, 'discussion markers' or 'trigger words' and placed in the material to enable teachers to provoke conversations around LGBT issues, should they wish.	X	✓*
Working with external agencies:				
WEA1a	Working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people.	Materials, resources and content have been designed in collaboration with a wide range of services and organisations responsible for the provision of services to young people to engage students at an age-appropriate level	✓	✓
WEA1b		Materials, resources and content have been designed using different platforms from most other classroom teaching with the aim of generating engagement, interest and discussion that leads to better understanding and a conscious decision by young people to choose their own better futures.	✓	✓
WEA2a	Use of visitors should be to enhance teaching by an appropriate member of the teaching staff, rather than as a replacement for teaching by those staff.	The Programme has been explicitly designed to be delivered by classroom teachers, using training and resources developed exclusively by Lime to facilitate improved communication and understanding between the teacher and their pupils, as well as between pupils themselves.	✓	✓

WEA2b		Where appropriate, the programme contains opportunities to introduce specific external agencies contextually in order to enhance learning and understanding, or build healthy relationships between pupils and such agencies and organisations.	✓	✓
Relationships education (primary):				
REP1	The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.	The Programme uses proxy characters with whom pupils can identify. In this way they can explore dilemmas related to family and friends in an unthreatening, objective way, building consensus with others on the 'optimum' ways to deal with issues. This helps foster group norms and leads to reflection on their own situations and those of their friends.	✓*	✓
REP2a	Pupils are taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.	The ground rules which are set in whole class discussion underline these fundamentals, reinforced at the start of every session. These include techniques on how to appropriately and respectfully disagree on opinions and that it is ok to do so.	✓*	✓*
REP2b		The programme explicitly discusses and identifies how to recognise negative and positive influences in an everyday, age-appropriate way.	✓*	✓*
REP3	Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.	The development of characters in each and subsequent stories creates opportunities for discussion of boundaries and property appropriate to each particular year group and its continuing development.	✓*	✓*
REP4	From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.	Building upon work done in schools from reception to year 4, the Programme explores positive and negative influence in relationships, using the proxy character as a vehicle for discussion. This equips students to recognise positive and negative influences in their own lives and gives them the tools to make good decisions.	✓	✓

REP5	The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives.	The Programme introduces the idea that, although digital and online technologies offer a wealth of benefits for young people and that research attests to the positive contribution this can have to the lives of young people, that it also carries a certain amount of inherent risk of which they should not only be aware but also have the tools and strategies to successfully manage or navigate.	✓*	✓*
REP6	Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.	The families depicted in the Programme are (year 5) Marcus with two parents, an older brother (Karl) and a younger sister (Ella) and (in the year 6 material) Kwan, who lives with his mother with his father living elsewhere. Discussion of the family dynamics is facilitated at various points in the programme, and this opens up dialogue between pupils about their own families.	✓*	✓*
REP7	A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.	Fundamental to the Programme is the idea that a strong sense of identity is an important part of developing resilience and the ability to resist negative influences. Pupils learn that their values (akin to virtues) are as important to their identity as nationality, ethnicity and gender.	✓*	✓*
REP8	Relationships Education creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.	Positive emotional and mental wellbeing sits at the heart of programme activities and within concepts covered such as (in year 5) , Planning the (positive) future and producing pledges, and (in year 6) Growth Mindset and Appreciative Inquiry.	✓*	✓*

REP9	Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.	In the Choices Programme pupils learn explicitly about the basic needs which can render a young person vulnerable to negative influences, and how people may exploit these basic needs to influence young people negatively. They examine how the proxy characters' basic needs are exploited by other young people. This is done in an age-appropriate context, and enables students to think about their own situation or those of their friends, and may well provoke personal discussion which can lead to specific conversations with or disclosure to the teacher.	√*	√*
By end of primary school pupils should know:				
EP1	that families are important for children growing up because they can give love, security and stability.	There are opportunities throughout the Programme to explore those who are closest and most trusted, and this inevitably provokes much discussion about immediate and extended families. Close family relationships are depicted in the stories, particularly between Kwan and his mother in the year 6 element.	√*	√*
EP2	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.	The stories in the Programme lead to discussions around the nature of families, and those situations where they offer support, or indeed let each other down and must discover and rectify their mistakes.	√*	√*
EP3	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.		X	X
EP4	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.	Happy family units, one with two parents and one with one parent are shown in Marcus' and Kwan's stories respectively. The love between parents and children is stressed. When things start to go wrong for Marcus he distances himself from his parents. This provides further opportunities for discussion of the importance of such family bonds.	√*	√*
EP5	that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.		X	X

EP6	how important friendships are in making us feel happy and secure, and how people choose and make friends.	The role of friends and the nature of friendship is a recurring theme with the Programme and there is specific focus on what 'good friendship' should look like, defined from the perspectives of the particular cohort exploring the topic. This is contrasted with examples of 'unhealthy friendships' depicted in the stories in order to provide pupils with reference points.	√*	√*
EP7	the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.		√*	√*
EP8	that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.		√*	√*
EP9	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.		√*	√*
EP10	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.		√*	√*
EP11	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.	Some of the bullying which takes place in the two stories can lead to classroom discussions about race and ethnicity.	√*	√*
EP12	practical steps they can take in a range of different contexts to improve or support respectful relationships.	Pupils are invited to consider alternatives to negative decisions at regular points within the programme. In this way they can build up a range of strategies for developing healthy relationships, and mending them when they go wrong.	√	√
EP13	the conventions of courtesy and manners.	The ground rules, which are established by the whole class under the guidance of the teacher at the beginning of each element, and revisited/reinforced at the start of each session.	√*	√*
EP14	the importance of self-respect and how this links to their own happiness.	The notion of identity, fundamental to the Programme and taught explicitly in the year 5 content, underpins self-respect. A strong sense of identity helps in the development of resilience. The idea that a person's values and aspirations are part of their identity leads to a solid sense of self-respect.	√*	√*

EP15	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.	Pupils are expected to listen carefully and respectfully to one another and treat each others' opinions with respect, whether or not they agree with them. They are further shown how to disagree politely and respectfully with one another and posit a different viewpoint. The resource also introduces and builds upon the Fundamental British Value of Mutual Respect and Tolerance as well as elements of the United Nations Convention on the Rights of the Child.	✓	✓
EP16	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.	The programme deals with bullying in a variety of contexts questioning what could be done to prevent it and the steps pupils can take to help themselves and others. In particular the materials espouse an approach that is rooted in being supportive of friends and peers across contexts (online in particular). The different roles in a bullying scenario are also examined, starting with straightforward bullying on one person by another, or by a group. Guided reflection subsequently explores the often cyclical nature of bullying and how someone who is bullied may go on to become the bully. The role and responsibility of a bystander is also explicitly discussed with the aim of encouraging pupils to have the confidence to do something about bullying when they observe it.	✓*	✓*
EP17	what a stereotype is, and how stereotypes can be unfair, negative or destructive.	Pupils are encouraged to think about and reflect upon their own perceptions of others and how this might lead them to make judgements based upon stereotypes. They are challenged to make judgments about characters based purely upon an image of them and then invited to recognise that other people have as complex and as unpredictable an identity as their own. This guides them to understand the folly of making stereotypical judgments of others and not recognise the richness and diversity of people's identities through differences between themselves and close members of their own family. This leads to discussion around the concept of uniqueness, the polar opposite of stereotype.	✓*	✓*
EP18	the importance of permission-seeking and giving in relationships with friends, peers and adults.	The plot lines in the stories are designed to set up moral dilemmas that provoke thoughts and discussions about right and wrong. Some of these deal directly with the notion of permission and the	✓	✓*

		importance of relationship built around mutual consent.		
EP19	that people sometimes behave differently online, including by pretending to be someone they are not.	Online behaviour features throughout both resources and is dealt with explicitly in the year 6 element (recognising that online activity increases significantly for this age-group). As the lines between online and offline identities continue to blur for each subsequent generation of young people it has been a conscious feature that the materials promoted a blur for each	√*	√*
EP20	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.		√*	√*
EP21	the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.		√	√
EP22	how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.	view that young people should treat others with respect and tolerance regardless of the environment, digital or otherwise. Similarly the resources have been written with reference to the UKCCIS framework: Education for a Connected World	√*	√*
EP23	how information and data is shared and used online.		√*	√*
EP24	what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).		√*	√*
EP25	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.		√*	√*
EP26	that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.		X	X
EP27	how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	Although the Choices Programme deals primarily with peer-to-peer rather than inter-generational interaction, some activities examine the nature of trust in general. In addition, there is much discussion around online activity and 'friendship' exploring ideas around exercising some initial caution that people online may not always be who they say they are.	√*	√*
EP28	how to recognise and report feelings of being unsafe or feeling bad about any adult.	When agreeing the ground rules with pupils, explicit discussions about confidentiality and disclosure take place. Teachers may well also include appropriate safeguarding advice. It may be that there are disclosures in the course of the programme,	√*	√*

		and these should be dealt with according to the Safeguarding Policy of the school.		
EP29	how to ask for advice or help for themselves or others, and to keep trying until they are heard.	Teachers should be aware of any guidance outlined in relevant school policies and ensure that where appropriate they signpost available support for students in the event that any personal issues arise within the course of the programme.	✓	✓
EP30	how to report concerns or abuse, and the vocabulary and confidence needed to do so.	Teachers should be aware of any guidance outlined in relevant school policies and ensure that where appropriate they signpost available support for students in the event that any personal issues arise within the course of the programme.	✓	✓
EP31	where to get advice e.g. family, school and/or other sources.	Teachers should be aware of any guidance outlined in relevant school policies and ensure that where appropriate they signpost available support for students in the event that any personal issues arise within the course of the programme.	✓	✓

Ofsted Education Inspection Framework 2019

Personal Development:

PD1	The curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents.	The Programme provides a highly engaging teaching and learning opportunity that equips young people with the tools and strategies required to build their own better future. These include, in particular, the development of a strong sense of identity; learning to recognise negative and positive influence; understanding the nature of basic human needs including belonging, security and importance; and examining how others can exploit an individual's vulnerabilities. Discussing alternative strategies, using role plays and a host of other interactive methods, the Programme enables pupils to think about themselves and their futures and make good choices for themselves and society while encouraging others to do the same.	✓	✓
PD2	The curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy.	The Choices Programme addresses key learning objectives within the PSHE curriculum in order to equip children with the knowledge and understanding, practical skills as well as the motivation to develop and adopt the behaviours required to lead healthy, safe,	✓	✓

		productive, fulfilled, capable and responsible lives.		
PD3	At each stage of education, the provider prepares learners for future success in their next steps.	The Programme is a modular scheme of work which runs from year 5 to year 8 and is designed to provoke challenging conversations and bolster personal resilience. It explores complex ideas while providing opportunities to critically reflect and develop strategies for everyday life.	✓	✓
PD4	The provider prepares learners for life in modern Britain by:			
PD4a	– equipping them to be responsible, respectful, active citizens who contribute positively to society,	Impact data from schools demonstrates that pupils completing the Programme have improved their ability to make good choices and show considerable increases in their understanding about things likely to influence or drive their decision-making. Building a strong sense of identity and a questioning attitude towards those who seek to influence them has enabled pupils to make good decisions for themselves, and schools report they have contributing more positively to school and community life.	✓	✓
PD4b	— developing their understanding of Fundamental British Values,	Fundamental British Values are explicitly discussed during Year 5, along with the United Nations Convention on the Rights of the Child.	✓*	✓
PD4c	– developing their understanding and appreciation of diversity,	Mutual tolerance and diversity is discussed in the context of Fundamental British Values, but is addressed in many other sessions of the Programme.	✓*	✓
PD4d	— celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.	Respect, tolerance and the way we treat others are ongoing themes within the programme.	✓*	✓

Key

Fully covered

Partially covered

Not covered

Denotes additional specific examples of how content is covered are available for delivering teachers

Appendix 4 – Parent Form: Withdrawal from Sex Education within RSE (Year 5 and 6 only)

TO BE COMPLETED BY PARENTS Date:	
Name of child	Class
Reason from withdrawing from sex education within Health and Relationships education	
Any other information you would like the school to consider?	
Parent Signature	
TO BE COMPLETED BY SCHOOL	
Agreed actions from discussion with parents	
SLT signature approval	

Appendix 5 – Glossary of Terms

Holistic Education – A philosophy of education based on the premise that each person find identity, meaning, and purpose in life through connections to the community, to the natural world, and to humanitarian values such as compassion and peace

Equality Act - The *Act* provides a legal framework to protect the rights of individuals and advance *equality* of opportunity for all. It provides Britain with a discrimination *law* which protects individuals from unfair treatment and promotes a fair and more *equal* society.

Sexual Orientation – Sexual orientation is about who you're attached to and want to have a relationship with. Sexual orientation includes gay, lesbian, straight, bisexual and asexual.

LGBTQ+- This acronym stands for lesbian, gay, bisexual, transgender and queer (or questioning) and others.

Inclusive - Inclusive education is when all students, regardless of any challenges they may have, are placed in age-appropriate general education classes that are in their own neighbourhood schools to receive high-quality instruction, interventions, and supports that enable them to meet success in the curriculum

Healthy relationships - A healthy relationship is when two people develop a connection based on: Mutual respect. Trust. Honesty. Support.

Protected Characteristics - The Equality Act covers the same groups that were protected by existing equality legislation – age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity

British values - According to Ofsted, British values are: democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Democracy - can be seen as a state of society characterised by equality of rights and privileges. It can also refer to our nation's electoral systems.

Liberty Individual liberty - this suggests the free exercise of rights generally seen as outside Government control.

Rule of Law - All people and institutions are subject to and accountable to law that is fairly applied and enforced.

Mutual Respect - The proper regard for an individual's dignity, which is reciprocated.

Tolerance of Those with Different Faiths and Beliefs - A fair, objective, and permissive attitude to those whose faith and beliefs may differ from one's own.

Appendix 6 – A guide for parents and carers

How can I talk to my child about relationships, puberty and human reproduction?

For some parents/carers, it can feel totally natural to discuss relationships, puberty and human reproduction with their child, while for others it can seem awkward and difficult. Either way, it is important to remember these key points:

- We all want children to feel safe and to be happy and healthy
- We need to consider their needs
- We need to normalise talking about relationships, puberty and human reproduction so taboos don't need to exist
- We might need to challenge our own ways of thinking
- We have choices: we can avoid it or we can communicate openly and honestly with children – they need us!

Here are some tips for talking to your child:

- Be honest: if you don't know the answer to a question, be honest and say so. Tell your child that you will need to find out and that you will get back to them with more soon.
- Remember that children are curious and want to know and understand. We tend to place our adult perspective on children's questions and comments, allowing our brains to fill up with all the possible horrors that an innocent question could be about, when actually a child just wants (and needs) a very simple, matter-of-fact answer. This answer will not involve an 'adult' understanding of a topic – it needs to be at a child's level, with opportunity given for the child to be able to ask further questions if needed. Give yourself time to respond by asking something like, "What do you think that means?" or "Why do you ask?"
- Keep lines of communication open: having an open and honest relationship with your child can really help make conversations easier, so make sure that you are always willing to talk when your child needs you; if you can't, explain why and find another time when it is more mutually convenient.
- Use correct terminology: it helps that children aren't confused by hints, euphemisms and innuendo; use correct terminology whenever you can, especially for body parts. This is hugely important for safeguarding too.
- Respond to what children say they need: bear in mind that children's lives today are very different from even five years ago. Therefore, the education they receive needs to reflect this. Research shows us time and time again that children want and need HRE that is age- and stage-appropriate, that teaches them about relationships and emotions. We may feel that they know too much, when actually ignorance is the enemy of innocence: we believe effective HRE delays sexual activity, ensures children are safer and empowers them to make their own healthy choices.
- Answer questions and don't be afraid to say: 'I really don't know – let's work it out or look it up together'. Have a phrase for awkward moments, such as: 'That's a good question, and let's talk about it once we get home' (then make sure you do!).

- Always respond: if you don't, she or he may think it is wrong to talk to you about relationships, puberty or human reproduction and as a result you may find your child clams up when you raise the subject.
- If it all feels too personal, try talking about people in books, films and favourite television programmes.
- Listen rather than judge. Try asking them what they think.
- Enjoy it. Laugh with each other.
- Work in partnership with the school.
- Most parents/carers want their children to be healthy and happy.

Appendix 7 – A Summary for Parents

Subjects and Topics	Compulsory?	Can I withdraw my child from these lessons?
<p><u>Health Education</u></p> <p><u>KS1</u></p> <ul style="list-style-type: none"> • Physical health and fitness • Growing from young to old • Internet safety and harms • Pants rule • Healthy eating • Physical difference between boys and girls- using the correct terminology for body parts <p><u>KS2</u></p> <ul style="list-style-type: none"> • Mental wellbeing • Basic first aid • Changing adolescent body (including puberty & menstruation) • Changes inside and outside my body • Self-image and Body image • How babies grow • Internet safety and harms • Pants rule • Drugs, alcohol and tobacco (Delivered through life bus workshop) • Health and prevention 	YES	NO
<p><u>Relationships Education</u></p> <p><u>KS1</u></p> <ul style="list-style-type: none"> • Families and people who care about me (including different types of families) • Family roles and responsibilities • Being safe • Online relationships • Caring friendships • Being a global citizen 	YES	NO

<ul style="list-style-type: none"> • Trust and appreciation <p>KS2</p> <ul style="list-style-type: none"> • Friendship and conflict • Family stereotypes • Love and loss • Power and control • Attraction • Respectful relationships • Online relationships 		
<p><u>National Curriculum Science (RHE related topics)</u></p> <p>Year 1: The basic parts of the human including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth. Life cycles</p> <p>Year 2: Notice that animals, including humans, have offspring which grow into adults.</p> <p>Year 2: The importance of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Year 3: The importance of eating the right types and amount of food.</p> <p>Year 5: Reproduction in some plants and animals.</p> <p>Year 5: The changes as humans develop to old age.</p> <p>Year 6: The impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Year 6: Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p>	YES	NO
<p><u>Sex Education</u></p> <p>Sex Education is NOT compulsory. The school can decide if they wish to teach sex education or not.</p> <p>Year 5—Having a baby</p> <p>Year 6—Conception to birth</p>	NO	YES

