



## Sex and Relationships Education (SRE) Policy

Date of issue	Next review	Version	Signed: Chair of Governors	Signed: Headteacher
Sept 2021	Sept 2022			

### Single Equality Statement

The [Equality Information and Objectives](#) document, for Veritas MAT, provides a format for addressing the statutory duties of the Equality Act 2010 and The Children and Families Act 2014. This supersedes and brings together all previous statutory duties in relation to race, gender and disability and also addresses the duty to promote community cohesion, thus meeting the school's statutory duties in these areas.

### Governor Statement

The headteacher in each school is the leader of their school. Each member school has autonomy over its curriculum and provision and, while upholding the three core values of the trust, we expect each school to have an individual character relevant to the community it serves.

Each school has a Regional Governing Body. Warden House and Pilgrims' Way Primary Schools share a Regional Governing Body while Mundella Primary has its own Regional Governing Body. The Regional Governing Body sits six times a year. Each Regional Governing Body reports up to the MAT Board and Trust Members who quality assure their work.

The Regional Governing Body is responsible for a hub of up to three academies. The Regional Governing Body reports up to the Trust Board who quality assure their work. Veritas MAT has two Regional Governing Bodies.

Key areas of responsibility for the Regional Governing Body are:

#### **Standards, Finance and Audit, Human Resources, Infrastructure and Procurement**

The Executive Board consists of the CEO and Company Secretary / Trust Business Manager who run a team that support core operational tasks across the trust. Roles include finance, standards, research, training, school-to-school support and mentor-coaching. The CEO and a designated Trust Board Trustee also sit on the Regional Governing Body.

The Board of Trustees set the strategic direction, vision and ethos of Veritas Multi Academy Trust and are accountable to the Secretary of State for Education for standards across trust schools.



Through a positive caring environment, we provide the opportunity for every child to reach their full potential. We embrace our school values and ensure all children are ready for their next steps.

The school's policy for sex and relationships education (SRE) is based on guidance from the DfE and has been drawn up in consultation with parents, pupils, staff and outside agencies.

At Mundella Primary School SRE is defined as learning about physical, moral and emotional development, love and care towards others and about the teaching of sex. Through the teaching of sex and relationships education children will learn about attitudes and values, personal and social skills and will develop their knowledge and understanding. Children are also taught about personal space and privacy.

At Mundella we aim to:

- Develop confident and effective communicators who value themselves and others.
- Encourage enquiring minds.
- Meet the needs of all pupils enabling them to reach their full potential
- Provide children with an education appropriate to the world beyond the classroom
- Help children to live together within the community, displaying tolerance and sensitivity
- Develop in children a sense of moral responsibility and self-discipline
- Develop in children spiritual awareness.

#### **Aims of the SRE Policy**

- To meet the requirements of the DfES guidance on SRE.
- To help and support children through physical, emotional and moral development
- To develop in children the skills and understanding to have the confidence to approach their relationships in a positive way.
- To enable children to move with confidence from childhood through adolescence to adulthood.
- To live confident and healthy lives
- To understand the changes that occur to the human body during puberty
- To understand how a baby is conceived and born.
- To ensure children are aware of personal space and their right to privacy

#### **SRE in the curriculum**

The Headteacher is responsible for the effective delivery of the SRE curriculum.

In each Year Group (Rec-Y6) the children discuss key safeguarding issues linked to personal space and privacy. The school utilises a range of resources; including the NSPCC, to promote children's awareness of these issues in an age appropriate manner. The teachers sensitively ensure children are aware of and understand of the boundaries; that should exist, linked to the private areas of their body.

We aim to create and maintain a safe environment within which all children feel able to ask questions and discuss issues openly. For any child wishing to discuss something confidential, relating to the lesson content, an opportunity will be provided.

Each class also has a question box, which gives children the option to write down their questions and receive an answer on a one-to-one basis, rather than in front of the whole class. Distancing

techniques will be employed in our Relationships Education, as with other areas of the PSHE curriculum, meaning that children are able to discuss fictional characters and scenarios, rather than discuss their own lives and experiences.

In order to meet the needs of all children and to make our lessons engaging, we aim to deliver our Relationships Education curriculum through a variety of teaching methods and interactive activities. Our lessons will be differentiated where appropriate, ensuring all children are able to participate fully. Children will be given the opportunity throughout the units of work to reflect on and evaluate their learning - assessment opportunities are built in to every lesson.

Our PSHE Scheme of Work can be viewed in Appendix 1. The overview of Relationship Education lessons that form part of the PSHE curriculum can be viewed in Appendix 2. (The unit Growing Up in Year 4 is now being taught in term 6 of Year 5. Year 4 will teach the Year 5 unit Aiming High instead.)

### **Impact**

Self-assessment is an important part of learning in Relationships Education and PSHE. Children will reflect on their learning throughout the units. We highly value pupil voice and will take into account the opinions and comments of our children about what they would like to learn.

Staff delivering the Relationships curriculum will critically reflect on their teaching and best practice will be shared through lesson observations, monitoring of planning and children's work and training opportunities.

Comments on children's learning and progress in Relationships Education, as part of their learning in PSHE, will be reported to parents and carers as part of the general comment in their end of year reports.

### **Statutory Regulations**

From September 2020, all primary schools must deliver Relationships Education. Under the Education Act 2002/Academies Act 2010, all schools must provide a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
  - prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
- Documents that inform the school's Relationships Education Policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)

- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

### **Safeguarding**

Teachers are aware that effective RE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this instance, teachers will consult with the designated safeguarding lead and in his/her absence, their deputy.

Safeguarding lead-Mr Westmorland Safeguarding deputy-Lauren Wharmby

Visitors and external agencies which support the delivery of Relationships Education will be required to adhere to the school's safeguarding policy and policies relating to the subjects they are teaching or contributing towards.

### **Engaging Stakeholders**

This policy will be available to view on our website by all stakeholders. Parents will be informed of this policy.

Parents and carers have the legal right to withdraw their child from all or part of sex education taught as part of statutory Relationships Education, with the exception of the objectives included in National Curriculum science. These lessons are highlighted in Orange in Appendix 2. (The unit Growing Up is now being taught in term 6 of Year 5. Year 4 will teach the Year 5 unit Aiming High instead.)

Those considering this option are asked to speak with their child's class teacher initially in order to find out more about this.

### **Roles and Responsibilities**

The Relationships Education programme in our school will be led by Mrs Paez

All staff members involved in teaching and supporting the Relationships Education curriculum will be trained and supported by Mrs Paez

## Appendix 1

### Relationship Education Overview

This overview of our Relationships scheme of work shows the objectives covered in each unit across year groups 1 to 6. It also shows the Big Questions, which give a clear idea of each lesson's content. The lessons in orange are the lessons which cover strands of Sex Education which are not statutory from September 2020 under the new statutory Relationships Education. Parents and carers may wish to withdraw their child from these lessons and have the right to make such a request.

Year 1

<b>Unit and Lesson Title</b>	<b>Objectives Covered</b>	<b>Big Questions</b>
TEAM – Together Everyone Achieves More	To know that they belong to different groups and communities such as family and school. To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.	What does it mean to be part of a team? What teams are we a part of?
TEAM – Listening	To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.	Why is it important to listen to other people? How can we be good listeners?
TEAM – Being Kind	To recognise what is fair and unfair, kind and unkind, what is right and wrong. To offer constructive support and feedback to others.	Why is it important to be kind to our team members? How can we be kind and make people feel good about themselves?
TEAM – Bullying and Teasing	To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say. To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable. To develop strategies to resist teasing or bullying, if they experience or witness it, who to go to and how to get help.	What kinds of unkind behaviour are there? What can we do if we see teasing or bullying or if it happens to us?
TEAM – Brilliant Brains	To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.	How can we be positive learners? What can we do if we find something difficult?
TEAM – Making Good Choices	To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences. To recognise that their behaviour can affect other people.	What choices can we make about our behaviour? How might our choices affect the members of our team?

Unit and Lesson Title	Objectives Covered	Big Questions
Be Yourself – Marvellous Me	<p>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</p> <p>To identify ways in which they are all unique; understand that there has never been and will never be another 'them'.</p>	<p>What makes us special?</p> <p>Why is it important to be kind to ourselves?</p>
Be Yourself – Feelings	<p>To know about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.</p> <p>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</p>	<p>What are our different feelings called?</p> <p>How can we describe them?</p>
Be Yourself – Things I like	<p>To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.</p> <p>To identify ways in which they are all unique; understand that there has never been and will never be another 'them'.</p>	<p>When do we feel happy?</p> <p>What other good feelings do you feel?</p>
Be Yourself – Uncomfortable Feelings	<p>To communicate their feelings to others, to recognise how others show feelings and how to respond.</p> <p>To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</p>	<p>What things make us feel unhappy or cross?</p> <p>What can we do when we have uncomfortable feelings?</p>
Be Yourself – Changes	<p>To know about change and loss and the associated feelings (including moving home, losing toys, pets or friends).</p> <p>To know about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.</p>	<p>How does it feel when things change or we lose something precious?</p> <p>What can we do to help ourselves and others when this happens?</p>
Be Yourself – Speak Up!	<p>To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.</p> <p>To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</p>	<p>Why are our feelings and thoughts important?</p> <p>How can we explain our thoughts and feelings to others?</p>

**Year 2**

Unit and Lesson Title	Objectives Covered	Big Questions
VIPs – Who Are Your VIPs?	<p>To know about people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</p> <p>To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</p>	<p>Who are our special people?</p> <p>What makes them special?</p>
VIPs – Families	<p>To know about people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</p> <p>To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</p>	<p>Why are families important?</p> <p>How do the people in our families make us feel?</p>
VIPs – Friends	<p>To offer constructive support and feedback to others.</p> <p>To communicate their feelings to others, to recognise how others show feelings and how to respond.</p>	<p>What makes a good friend? How can we be a good friend?</p>
VIPs – Falling Out	<p>To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</p> <p>To recognise that their behaviour can affect other people.</p> <p>To know that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).</p>	<p>Why is it important to treat people fairly, even when we are cross with them?</p> <p>What can we do about arguments and disagreements?</p>
VIPs – Working Together	<p>To recognise that their behaviour can affect other people.</p> <p>To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</p>	<p>What does 'cooperate' mean?</p> <p>How can we cooperate with others?</p>
VIPs – Showing You Care	<p>To communicate their feelings to others, to recognise how others show feelings and how to respond.</p> <p>To offer constructive support and feedback to other.</p>	<p>Why is it important to let people know that they are special to us?</p> <p>How can we show our special people that we care?</p>

Unit and Lesson Title	Objectives Covered	Big Questions
Growing Up – Our Bodies	<p>To know the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls.</p> <p>To know about the process of growing from young to old and how people's needs change.</p>	<p>What are the main parts of our bodies?</p> <p>What are the differences between girls and boys?</p>
Growing Up – Is It OK?	<p>To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).</p> <p>To know the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.</p> <p>To understand what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy.</p>	<p>What is 'consent' and what are the rules for respecting people's bodies?</p> <p>What should we do if these rules are broken?</p>
Growing Up – Pink and Blue	<p>To learn about ways in which we are unique.</p> <p>To identify and respect the differences and similarities between people.</p>	<p>What is a stereotype?</p> <p>Can we tell what someone is like depending on if they are a boy or a girl?</p>
Growing Up – Look at Me Now	<p>To know about the process of growing from young to old and how people's needs change.</p> <p>To know about growing and changing and new opportunities and responsibilities that increasing independence may bring.</p>	<p>What can we do now that we couldn't do last year?</p> <p>What will we be able to do next year?</p>
Growing Up – Getting Older	<p>To know about the process of growing from young to old and how people's needs change.</p> <p>To know about growing and changing and new opportunities and responsibilities that increasing independence may bring.</p>	<p>How have we changed since we were babies?</p> <p>How will we change as we grow older?</p>
Growing Up – Changes	<p>To know about change and loss and the associated feelings (including moving home, losing toys, pets or friends).</p> <p>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</p>	<p>What are some changes that might happen in people's lives?</p> <p>What feelings can these changes cause?</p>

**Year 3**

Unit and Lesson Title	Objectives Covered	Big Questions
TEAM – A New Start	<p>To know about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement.</p> <p>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p>	<p>How does it feel to start a new class?</p> <p>What are we looking forward to?</p> <p>Is there anything we will miss?</p>
TEAM – Together Everyone Achieves More	<p>To know that their actions affect themselves and others.</p> <p>To work collaboratively towards shared goals.</p>	<p>What are the features of a good team?</p> <p>How do team members benefit from being in a team?</p>
TEAM – Working Together	<p>To know that their actions affect themselves and others.</p> <p>To work collaboratively towards shared goals.</p>	<p>How do the actions of our team mates affect us?</p> <p>How is our team affected by our actions?</p>
TEAM – Being Considerate	<p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</p> <p>To recognise and respond appropriately to a wider range of feelings in others.</p>	<p>How can we tell what our team mates are feeling?</p> <p>How can we respond to the feelings of other people?</p>
TEAM – When Things Go Wrong	<p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</p> <p>To know that their actions affect themselves and others.</p> <p>To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p>	<p>What happens when we fall out with our team members?</p> <p>How can we solve these problems?</p>
TEAM - Responsibilities	<p>To know that their actions affect themselves and others.</p> <p>To work collaboratively towards shared goals.</p>	<p>Why is it important that everyone on a team fulfils their responsibilities?</p> <p>What are our responsibilities towards our team?</p>

Unit and Lesson Title	Objectives Covered	Big Questions
Be Yourself - Pride	<p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p>	<p>What does it mean to have pride in ourselves?</p> <p>Why should we be proud of our achievements?</p>
Be Yourself – Feelings	<p>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>To know what positively and negatively affects their physical, mental and emotional health.</p>	<p>What are our main feelings and emotions called? What do they feel like?</p> <p>When might these feelings happen?</p>
Be Yourself – Express Yourself	<p>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to or overcome these.</p>	<p>What can we do when we feel unhappy or uncomfortable?</p> <p>Why is it important to tell people how you feel?</p>
Be Yourself – Know Your Mind	<p>To know how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</p> <p>To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.</p> <p>To recognise and manage 'dares'.</p>	<p>What is 'being assertive'?</p> <p>When and how can we be assertive?</p>
Be Yourself – Media Wise	<p>To explore and critique how the media present information.</p> <p>To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.</p> <p>To recognise and challenge stereotypes.</p>	<p>What messages do we get from the media about how people should look, feel and behave?</p> <p>Are those messages realistic?</p>
Be Yourself – Making It Right	<p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>To know that their actions affect themselves and others.</p> <p>To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.</p>	<p>What can we do if we do something wrong or make a mistake?</p> <p>How can this help you in the future?</p>

**Year 4**

Unit and Lesson Title	Objectives Covered	Big Questions
VIPs – Making Friends	<p>To recognise and respond appropriately to a wider range of feelings in others.</p> <p>To know that their actions affect themselves and others.</p> <p>To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy.</p>	<p>Why is it a good idea to make new friends?</p> <p>How can we make new friends?</p>
VIPs – Staying Friends	<p>To recognise different types of relationship, including those between acquaintances, friends, relatives and families.</p> <p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p>	<p>How should we treat our friends?</p> <p>Why is it important to be kind to our friends?</p>
VIPs – Is This a Good Friend?	<p>To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy.</p> <p>To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.</p> <p>To know how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</p>	<p>What makes a good friend?</p> <p>What can we do if someone is not a good friend?</p>
VIPs – Falling Out	<p>To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p> <p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</p> <p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p>	<p>How and why do people fall out with their friends?</p> <p>What can we do when this happens?</p>
VIPs – Bullying	<p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help).</p> <p>To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.</p> <p>To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.</p>	<p>What are the different ways that people can be bullied?</p> <p>How can this affect the people involved?</p>

## Year 5

Unit and Lesson Title	Objectives Covered	Big Questions
Growing Up – Human Reproduction	To know about human reproduction. To know how their body will, and their emotions may, change as they approach and move through puberty.	What are the differences between the male and female bodies?  What are the male and female parts of the body for?
Growing Up – Changes in Boys	To know about human reproduction. To know how their body will, and their emotions may, change as they approach and move through puberty.	What changes happen to boys' bodies as they grow up?  Why do these changes happen?
Growing Up – Changes in Girls	To know about human reproduction. To know how their body will, and their emotions may, change as they approach and move through puberty.	What changes happen to girls' bodies as they grow up?  Why do these changes happen?
Growing Up – Changes in Boys and Girls	To know how their body will, and their emotions may, change as they approach and move through puberty.  To recognise that they may experience conflicting emotions and when they might need to listen to or overcome these.	How do feelings change as we grow up?  What is a crush and how does it feel?

<p>Growing Up – Relationships and Families</p>	<p>To know that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.</p> <p>To know that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership.</p> <p>To know that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves.</p>	<p>What are loving relationships like?</p> <p>What kinds of families are there?</p>
<p>Growing Up – Where Do I Come From?</p>	<p>To know about Human Reproduction.</p>	<p>How are babies made?</p> <p>How are babies born?</p>

<p><b>Unit and Lesson Title</b></p>	<p><b>Objectives Covered</b></p>	<p><b>Big Questions</b></p>
<p>TEAM – Together Everyone Achieves More</p>	<p>To know that their actions affect themselves and others.</p> <p>To work collaboratively towards shared goals.</p>	<p>Can we think of any teams that we admire?</p> <p>What are the attributes that make a good team?</p>
<p>TEAM – Communicate</p>	<p>To know that their actions affect themselves and others.</p> <p>To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view.</p> <p>To recognise and respond appropriately to a wider range of feelings in others.</p>	<p>How can we make our views heard without falling out with others?</p> <p>How can we respond respectfully to other people's feelings and opinions?</p>
<p>TEAM – Collaborate</p>	<p>To know that their actions affect themselves and others.</p> <p>To work collaboratively towards shared goals.</p>	<p>What does collaborate mean?</p> <p>When have we worked collaboratively?</p>

<p>TEAM – Compromise</p>	<p>To recognise and respond appropriately to a wider range of feelings in others.</p> <p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</p> <p>To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p>	<p>What is compromise?</p> <p>How can compromising help to resolve difficult situations?</p>
<p>TEAM – Care</p>	<p>To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view.</p> <p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</p>	<p>How can we be sensitive to the feelings of others?</p> <p>How can we make other people feel valued?</p>
<p>TEAM – Shared Responsibilities</p>	<p>To know why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</p>	<p>Why are responsibilities important in a team?</p> <p>What are the most important responsibilities for our team?</p>

Unit and Lesson Title	Objectives Covered	Big Questions
Be Yourself – You Are Unique	<p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to or overcome these.</p>	<p>Is it OK to think and feel differently from other people?</p> <p>What does 'being an individual' mean, and why is this a good thing?</p>
Be Yourself – Let It Out!	<p>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to or overcome these.</p>	<p>Why is it important to share our thoughts and feelings with those around us?</p> <p>How can we communicate our thoughts and feelings to others?</p>
Be Yourself – Uncomfortable Feelings	<p>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.</p>	<p>What are some of the uncomfortable feelings that people can feel?</p> <p>What can we do to manage them?</p>
Be Yourself – The Confidence Trick	<p>To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.</p> <p>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p>	<p>What situations might make us feel nervous or shy?</p> <p>How can we feel and act more confident in these situations?</p>
Be Yourself – Do the Right Thing	<p>To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences and to begin to understand the concept of a 'balanced lifestyle'.</p> <p>To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.</p>	<p>How can we know what to do in a tricky situation?</p> <p>How can we do the right thing even if others do not?</p>
Be Yourself – Making Amends	<p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.</p>	<p>How might we feel if we have made a mistake or done something wrong?</p> <p>What can we do about it?</p>

**Year 6**

Unit and Lesson Title	Objectives Covered	Big Questions
VIPs – Family and Friends	<p>To recognise different types of relationship, including those between acquaintances, friends, relatives and families.</p> <p>To know that their actions affect themselves and others.</p> <p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p>	<p>Who are the important people in our lives? Why are they important?</p> <p>Why is it important to treat them kindly? What can happen if we don't treat your family and friends with respect?</p>
VIPs – Think Before You Act	<p>To know that their actions affect themselves and others.</p> <p>To recognise and respond appropriately to a wider range of feelings in others.</p>	<p>What are the consequences of behaving unkindly to the people around us?</p> <p>How can we calm down when we are feeling angry or upset with other people?</p>
VIPs – It's OK to Disagree!	<p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</p> <p>To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p> <p>To recognise and respond appropriately to a wider range of feelings in others.</p>	<p>Do people who care about each other always have to agree?</p> <p>How can we resolve disagreements without falling out?</p>
VIPs – You Decide	<p>To know how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</p> <p>To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.</p> <p>To recognise and manage 'dares'.</p>	<p>When might we feel under pressure to do something that we feel unsure about or don't want to do?</p> <p>What can we do when this happens?</p>

VIPs – Secrets	<p>To understand the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.</p> <p>To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.</p> <p>To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy.</p>	<p>When is it OK to keep a secret?</p> <p>When is this not OK?</p> <p>How can we know when we should break a confidence or tell a secret?</p>
VIPs – False Friends	<p>To recognise different types of relationship, including those between acquaintances, friends, relatives and families.</p> <p>To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.</p> <p>To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy.</p>	<p>What are some of the signs of an unhealthy or risky relationship?</p> <p>When might it be best to end a relationship, and how can we do this?</p>

Unit and Lesson Title	Objectives Covered	Big Questions
Growing Up – Changing Bodies	<p>To know how their body will, and their emotions may, change as they approach and move through puberty.</p>	<p>What are the changes that occur in boys' and girls' bodies during puberty?</p> <p>How can we look after our changing bodies as we grow?</p>
Growing Up – Emotional Changes	<p>To know how their body will, and their emotions may, change as they approach and move through puberty.</p> <p>To recognise and challenge stereotypes.</p>	<p>How might our thoughts and feelings change during puberty?</p> <p>How can we deal with difficult feelings and moods?</p>
Growing Up – Just the Way You Are	<p>To recognise and challenge stereotypes.</p> <p>To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.</p>	<p>Is there an ideal kind of body?</p> <p>What information can affect how we think and feel about ourselves and our bodies?</p>

<p>Growing Up – Relationships</p>	<p>To know about the difference between, and the terms associated with, sex, gender identity and sexual orientation.</p> <p>To know that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.</p> <p>To know that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership.</p>	<p>What is a loving relationship?</p> <p>What kinds of loving relationship are there?</p>
<p>Growing Up – Let's Talk about Sex</p>	<p>To know about human reproduction.</p> <p>To know about the difference between, and the terms associated with, sex, gender identity and sexual orientation.</p> <p>To know about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.</p>	<p>What is a sexual relationship? Who can have a sexual relationship?</p> <p>What is an STI? How these be prevented?</p>
<p>Growing Up – Human Reproduction</p>	<p>To know about human reproduction.</p> <p>To recognise different types of relationship, including those between acquaintances, friends, relatives and families.</p>	<p>How is a baby conceived? What is contraception?</p> <p>How does a baby grow? How is it born?</p>

## Appendix 2 – Letter to Parents

### Relationships Education

Dear Parents and Carers,

Although we have always included this, Relationships Education is now statutory in all primary schools. We are pleased that this decision has been made as it means that all children will be able to learn about different relationships, different families, growing up, puberty and their changing bodies.

Our Relationships Education is fully inclusive to meet the needs of all our pupils. We cover the following objectives:

- being a good friend
- kind and unkind behaviours, including bullying
- teamwork and resolving disputes
- discussing feelings we experience
- self-worth and self-respect
- important people in our lives
- consent and autonomy
- secrets and surprises
- physical and emotional changes to our bodies
- different families and relationships
- how babies are made and how babies are born
- differences, similarities and stereotypes
- body image

We fully believe that all children should learn about these important life skills in an open, honest and safe environment. We also believe that they should be taught in an age-appropriate and engaging way. We encourage parents and carers to view our Relationships Education Policy and scheme of work.

As part of the Science National Curriculum, children learn about puberty and how the human body changes in Year 5 and 6. Parents and carers do not have the right to withdraw their children from Science or Relationships Education lessons. However, parents can withdraw their children from Sex and Relationships Education lessons. We would urge any parents and carers considering withdrawing their child from these lessons to consider what is being taught, how it is being taught and how important this education is for all children.

Any children who are withdrawn from the Sex and Relationships Education lessons will have to be provided with alternative learning in another learning space.

If there is any part of the curriculum that you have concerns or queries about, please do come in and speak with your child's teacher.

Yours faithfully,