

# OWSLEBURY PRIMARY SCHOOL POLICY DOCUMENT



## **NO. B90 – PSHCE (Personal, Social Health and citizenship Education) including Relationships and Sex Education Policy**

### **Review History**

Policy Approved	Reason for Update	Next Update
Summer 21	New statutory policy	Summer 23
Autumn 2021	New RSE Policy B95 amalgamated with this PSHE policy B90	
Summer 23	Scheduled update	Summer 25
Summer 2025	Scheduled update	Summer 2027

### **Aims and key principles**

Our values: nurture, respect, collaboration, aspiration and resilience underpin our ethos: every child is valued and encouraged to achieve their full potential. Every member of our school community is encouraged to respect and value each other. Wherever possible we make close links between our values, worship and PSHE curriculum.

Personal, social, health and economic education (PSHE) are an important and necessary part of all pupils' education. Through a planned programme of learning, we aim to provide our pupils with the knowledge, understanding and skills they need in order to manage their lives both now and in the future. As part of a whole school approach, we aim to develop the attributes our pupils need to thrive as individuals, as part of a family and as a confident member of the wider community.

We recognise the multi-cultural, multi faith and ever-changing nature of the United Kingdom and at Owslebury Primary we embrace the British Values of Democracy, The rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs.

We want our children to learn to understand 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.

Through teaching PSHE including Relationships and Sex Education, our aims enable children to:

- Provide a framework and safe, comfortable atmosphere in which sensitive discussions can take place
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Help pupils manage their feelings
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Teach children how to make informed choices
- Prepare pupils to be positive and active members of a democratic society
- Promote safety in forming relationships, on and off line

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- Help pupils to identify the characteristics of healthy relationships; how relationships may affect mental health and physical health and how to stay safe online
- Be aware of safety issues including drug and alcohol misuse
- Recognise and deal with bullying in a positive way

## **Definition**

RSE teaches children and young people how to be safe and healthy. It teaches the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults.

## **Statutory Requirements**

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. However, we are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum. In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. At Owslebury Primary School we teach RSE as set out in this policy.

## **Policy Development**

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

- 1) Review – The PSHE Leader collated all relevant information for this policy, including relevant national and local guidance
- 2) Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- 3) Parent / Stakeholder consultation – parents and governors were given the opportunity to look at the policy and invited to ask questions / make recommendations
- 4) Pupil Consultation – we investigated what exactly children want from their RSE.
- 5) Ratification – once amendments were made, the policy was shared with governors and ratified.

## **Curriculum Design**

Our PSHE (which includes Relationships and Sex Education) curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary. We have developed the curriculum in consultation with the whole school community, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner.

PSHE is taught in a variety of ways, both directly through a range of planned themes and indirectly. Sometimes it is introduced through other subjects, e.g. when teaching about local environment issues in geography. Children will also learn through experiences beyond the classroom such as: assemblies, visits, whole school events e.g. Harvest Festival and Summer Fair, supporting local charities, and visitors. We offer a residential trip to year 5 and 6 children with a focus on developing their self-esteem and giving them

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opportunities to develop leadership and co-operation skills. There is also a flexible approach to respond to current affairs and classroom issues.

At Owslebury, our RSE curriculum starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning we teach our pupils 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. Establishing personal space and boundaries, showing respect and understand the differences between appropriate and inappropriate or unsafe physical contact.

Meeting the objectives for Relationships Education requires a graduated, age-appropriate programme. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods will take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups. We will consider as a school, what is appropriate and inappropriate in a whole class setting, as teachers may require support and training in answering questions that are better not dealt with in front of a whole class.

At Owslebury, our primary sex education curriculum will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born.

The scheme of work we have used to support the development of our curriculum is by SCARF. We have used the objectives from the scheme to build our Owslebury curriculum ensuring that we have a progressive curriculum across our two year curriculum cycle. We have also enhanced the teaching of mental health and well-being as we feel strongly that children need to develop their knowledge and skills in this area further.

## **Teaching and Learning**

At Owslebury Primary School, we place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. fundraising or the planning of special school events. Classes are organised in such a way that children are able to participate in discussion to resolve conflicts or set agree classroom rules of behaviour. Children are offered the opportunity to hear visiting speakers, such as health workers, police and representatives from the local church. They also have the opportunity to take on different roles of responsibility during their school life such as members of the school council, learning council, eco group or sports crew.

There are wider opportunities for personal and social development at school through the development of our five school values which are at the heart of everything we do. These include:

- The development of each child's ability to work as part of a team, become active within the school community and recognise the qualities of good citizen ship (Collaboration)

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- Consideration of the holistic needs of every child with regard to their race, culture, language and faith. (Nurture and Respect)

- Planning class visits and trips which widen children's experiences beyond the immediate local environment (Aspiration)
- Coming together as a school for collective worship to celebrate academic and personal achievements (Aspiration and Resilience)

We believe all children should have a positive and active role in the life of the community. We act in partnership with the community and have established links with the following:

- Village community organisations
- Community agencies e.g. school nurse, dentist, and community police officer
- Fire Prevention
- Local church
- Local charities e.g. Basics Bank

## **Delivery of RSE**

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

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

For more information about our RSE curriculum, see Appendices 1 and 2. These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstance (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## **Pupils' Questions**

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will avoid any negative impressions. Strategies such as 'questions in a box' and 'worry monsters' will be used to help with uncertainty and build confidence.

Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context. Questions which teachers feel uncertain about answering will be discussed with a senior member of staff and answered at a later date if appropriate. Consideration will be given to religious, faith or cultural factors, and to parents' wishes before questions are answered.

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## **Pupils with Special Educational Needs and Disabilities (SEND)**

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.

## **The Role of Parents**

At Owslebury, we believe the role of parents in the development of their children's understanding about relationships is vital; Parents are the first teachers of their children.

They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. We aim to build a positive and supporting relationship with the parents of children at our school through mutual understanding trust and co-operation.

In promoting this objective we shall:

- Inform parents about the school's PSHE policy and practice
- Answer any questions that parents may have about the RSE curriculum
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school
- Provide information sessions to give parents / carers an opportunity to view and discuss the RSE content being taught.
- Inform parents about best practice with regard to RSE, so that teaching in school supports the key messages that parents and carers give to children at home. This will ensure that, through this mutual exchange of knowledge and information, children will benefit from being consistent messages about their changing body and their increasing understanding as they mature.

## **Parents' right to withdraw**

Parents do not have the right to withdraw from relationships education, as this is a statutory part of the National Curriculum. However, parents do have the right to withdraw their children from the (non-statutory/non-science) components of sex education within the RSE framework, covered in Year 6. Requests to withdraw should be put in writing using the form found in Appendix 3 of this policy and be addressed to the Headteacher. If parents/carers do request their child be removed from these lessons, then that child will be provided with alternative work.

## **Equal Opportunities**

RSE will be taught to ensure quality of access for all pupils with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).



## Drug Education

### **Drugs Education Aims and Objectives**

- Enable pupils to make healthy, informed choices by increasing knowledge, exploring their own and other people's attitudes and developing and practising skills;
- Promote positive attitudes towards healthy lifestyles;
- Provide accurate information about substances;
- Increase understanding about the implications and possible consequences of use and misuse;
- Encourage an understanding for those experiencing or likely to experience substance use;
- Widen understanding about related health and social issues.

### **Definition of Drugs**

A substance people take to change the way they feel, think or behave. The term drugs refers to all drugs.

- All illegal drugs
- All legal drugs including alcohol, tobacco, volatile substances (those giving off gas or vapour which can be inhaled) poppers
- All over the counter and prescription medicines.

### **Our School's stance towards drugs, health and the needs of the pupil**

- Any use of illegal or unauthorised drugs including tobacco are not acceptable at any time within the boundary of the school and other situations where staff are supervising pupils e.g. off site activities, visits and school trips.
- Prescribed medicines for pupils who need to take them are kept in the office or are taken out by the teacher when on school visits (see Medicines in School Policy and Individual care plans)
- If a teacher is concerned that a pupil is at risk from drugs misuse then he/she should speak to the Headteacher. If there are concerns about the safety of the child or if there is a clear child protection issue then the Designated Safeguarding Lead (DSL) should be involved in discussions. If a pupil voluntarily discloses information about drug misuse, it is important to:

- a) not over-react
- b) listen to pupil's point of view
- c) not guarantee confidentiality
- d) talk to designated members of staff.

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## **Management of Drugs in School Medicines**

Prescribed medicines are kept in the office or staffroom (fridge) and administered to children by appropriate staff at prescribed times. (See Medicines in School Policy)

## **Smoking**

Owslebury Primary School has a no-smoking policy and has a responsibility to promote a healthy life-style. Smoking is a health and safety issue for all adults who use the school. It is the single most preventable cause of premature death and ill health in our society. Passive smoking (breathing other people's tobacco smoke) is also potentially fatal. It has been shown to cause lung cancer, as well as many other illnesses, in non-smokers. At this school we give a clear message that smoke-free is the norm, provide smoke-free role models, and demonstrate the school's commitment to promoting healthy life styles.

## **Organisation**

- Smoking is not allowed anywhere on the school premises at any time.
- The policy applies to all temporary or permanent staff including supply teachers.
- The policy applies to all visitors to the school including parents, students, suppliers, builders and contractors.

## **Alcohol**

This will not normally be kept on premises except for social occasions e.g. Summer Fair. Permission to consume alcohol on the premises should be sought from the Headteacher in advance.

## **Drugs related incidences.**

All incidences or concerns will be logged and both the Headteacher and the PSHE Leader will be informed. Parents will also be informed, unless linked to an abuse case, and provisions made for any outside professional help, such as police officers or other health professionals. Where illegal substances are involved, outside agencies will automatically be informed.

Staff or other persons on the school site believed to be under the influence of drugs and having a detrimental effect upon the education of pupils or causing a health, safety or security hazard will be requested to leave by the Headteacher (as long as it is safe to do so). On no account will the person be pursued.

Drug use is often discovered by hearsay. This should be passed on to the designated member of staff who should record the matter as hearsay evidence. This will enable a record to be compiled of the teachers concerns and where necessary help and support offered to the pupil. Where hearsay evidence is not supported through further reports or incidents for one calendar year, the evidence will be removed from the records.

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## Suspicious Behaviour:

Behaviour that could indicate involvement with drugs should also be logged so that patterns of behaviour can be observed and concerns acted upon where necessary.

If a harmful, illegal substance is discovered it should be removed to a place of safe keeping in the presence of a witness from the teaching staff. If the substance is known or suspected to be illegal the police must be informed.

If a substance is found on a pupil the above procedure should be followed and the incident recorded including:

- The date and time of the find or retrieval.
- The size and appearance of the substance.
- The names of those concerned.
- The action taken.

If any equipment associated with drug misuse is discovered the items should be handled with care. The incident should be recorded and in the case of items such as syringes and needles, the appropriate person should place them in a secure and rigid container for collection. If they are found on a pupil, the parents **must** be informed.

## Searching:

Staff should not search a pupil's property or person but should try to persuade the pupil to voluntarily produce the substance by asking him/her to turn out their pockets. If it is absolutely necessary to search a pupil a police officer will be required and parents must be informed as soon as possible. The officer will only be able to carry out a search if there are reasonable grounds to suspect the pupil is in possession of an illegal substance.

## Finding Drug Misuse:

If children are found in possession of tobacco, alcohol, glue, solvents or prescribed or over the counter medicines, parents will be informed and appropriate steps taken. If an emergency arises from an incident involving abuse, the well-being of the pupil is paramount. In all instances:

- Separate the child involved from the rest of the group.
- Decide and implement the next best step in terms of the child's welfare.
- Inform parents.

## Supplying Illegal Substances:

It is an offence to produce or supply any controlled drug on school premises. The police will be involved in such circumstances.

## Returning articles, which have been confiscated:

Articles confiscated not required by police must be returned to parents. They will be informed in writing within 24 hours of articles confiscated and an explanation given

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as to why it is inappropriate to return the articles to the child. It will be made clear that there is a time limit of one week for the items to be recovered or the school will dispose of them.

This policy allows for teachers and outside agencies to use their professional judgement when dealing with awkward questions. If the question causes concern then it may be necessary to follow Child Protection procedures.

It is hoped that by staff, governors, parents and children themselves working together, we can safe guard the well-being of all pupils in our care by educating them about the dangers of drug abuse.

## **Monitoring and Evaluation**

The delivery of RSE is monitored by the PSHE subject leader through:

- Planning scrutiny
- Learning walks
- Pupil conferencing
- Evidence of use of SCARF scheme to support pupils' learning

This policy will be reviewed by the subject leader biannually. At every review, the policy will be approved by the Governing body and the Headteacher.

**End Policy**

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## Appendix 1: PSHE (Including RSE and Health Education) Curriculum Outcomes

Cycle A				
	Year R	Year 1/2	Year 3/4	Year 5/6
<b>Me and My Relationships</b>	<ul style="list-style-type: none"> <li>• Understand that everyone is unique and special.</li> <li>• Show respect when dealing with other people.</li> <li>• Know how to help themselves and others when they feel upset.</li> <li>• Know how important friendships are in making us feel happy and secure and how people choose and make friends.</li> <li>• Know that there is a normal range of emotions that all humans experience in relation to different experiences and situations</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that classroom rules help everyone to learn and be safe and be able to contribute to making these.</li> <li>• Recognise how others might be feeling by reading body language/facial expressions;</li> <li>• Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)</li> <li>• Identify a range of feelings and how feelings might make us behave</li> <li>• Suggest strategies for someone experiencing 'not so good' feelings to manage these.</li> <li>• Use a range of words to describe feelings;</li> <li>• Identify helpful ways of responding to other's feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe 'good' and 'not so good' feelings and how feelings can affect our physical state;</li> <li>• Explain how different words can express the intensity of feelings.</li> <li>• Explain what we mean by a 'positive, healthy relationship';</li> <li>• Describe some of the qualities that they admire in others.</li> <li>• Define successful qualities of teamwork and collaboration.</li> <li>• Recognise that different people can have different feelings in the same situation;</li> <li>• Demonstrate a range of feelings through their facial expressions and body language;</li> <li>• Recognise that their feelings might change towards someone or something once they have further information.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to respond to a wide range of feelings in others;</li> <li>• Give examples of some key qualities of friendship;</li> <li>• Reflect on their own friendship qualities.</li> <li>• Identify what things make a relationship unhealthy;</li> <li>• Identify who they could talk to if they needed help.</li> <li>• Identify characteristics of passive, aggressive and assertive behaviours;</li> <li>• Explain what is meant by the terms 'negotiation' and 'compromise';</li> <li>• Suggest positive strategies for negotiating and compromising within a collaborative task;</li> <li>• Demonstrate positive strategies for negotiating and compromising within a collaborative task.</li> </ul>

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		<ul style="list-style-type: none"> <li>Recognise that people's bodies and feelings can be hurt;</li> <li>Suggest ways of dealing with different kinds of hurt.</li> </ul>		
<b>Keeping Safe</b>	<ul style="list-style-type: none"> <li>Know how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>Try to keep themselves and others safe.</li> <li>Understand simple rules about medicines and their use.</li> <li>Be able to name trusted adults and who they can ask for help.</li> <li>Identify people who keep us safe</li> <li>Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.</li> <li>Understand the difference between unkindness and bullying;</li> <li>Know what to do if you think you are being bullied.</li> <li>Know what to do to keep themselves safe when</li> </ul>	<ul style="list-style-type: none"> <li>Recognise emotions and physical feelings associated with feeling unsafe;</li> <li>Identify people who can help them when they feel unsafe.</li> <li>Recognise the range of feelings that are associated with loss.</li> <li>Understand that medicines can sometimes make people feel better when they're ill;</li> <li>Explain simple issues of safety and responsibility about medicines and their use.</li> <li>Explain the difference between unkindness and bullying and that bullying and unkind behaviour are both unacceptable ways of behaving.</li> <li>Understand and describe strategies for dealing with bullying:</li> </ul>	<ul style="list-style-type: none"> <li>Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them;</li> <li>Identify situations which are either dangerous, risky or hazardous;</li> <li>Identify images that are safe/unsafe to share online;</li> <li>Know and explain strategies for safe online sharing;</li> <li>Understand and explain the implications of sharing images online without consent.</li> <li>Define what is meant by the word 'dare';</li> <li>Identify from given scenarios which are dares and which are not;</li> <li>Suggest strategies for managing dares.</li> <li>Understand that medicines are drugs;</li> </ul>	<ul style="list-style-type: none"> <li>Describe why and how a habit can be hard to change.</li> <li>Recognise that there are positive and negative risks;</li> <li>Explain how to weigh up risk factors when making a decision;</li> <li>Describe some of the possible outcomes of taking a risk.</li> <li>Understand the actual norms around smoking and drinking alcohol and the reasons for common misperceptions of these.</li> <li>Identify risk factors in a given situation (involving smoking and drinking alcohol) and consider outcomes of risk taking in this situation, including emotional risks;</li> <li>Demonstrate strategies to deal with both face-to-face and online bullying;</li> </ul>

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	<p>using the computer or a tablet or other devices.</p> <ul style="list-style-type: none"> <li>• Begin to understand the risks to their health by spending too much time on electronic devices.</li> <li>• Know how to make a call to the emergency services if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Rehearse and demonstrate some of these strategies.</li> <li>• Understand and learn the PANTS rules;</li> <li>• Name and know which parts should be private;</li> <li>• Explain the difference between appropriate and inappropriate touch;</li> <li>• Understand that they have the right to say “no” to unwanted touch;</li> <li>• Start thinking about who they trust and who they can ask for help.</li> <li>• Identify safe secrets (including surprises) and unsafe secrets;</li> <li>• Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.</li> <li>• Understand how diseases can spread;</li> <li>• Recognise and use simple strategies for preventing the spread of diseases.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain safety issues for medicine use;</li> <li>• Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).</li> <li>• Understand some of the key risks and effects of smoking and drinking alcohol;</li> <li>• Suggest simple strategies for managing risk.</li> <li>• Suggest people they can ask for help in managing risk.</li> <li>• Understand that we can be influenced both positively and negatively;</li> <li>• Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.</li> <li>• Recognise that repeated name calling is a form of bullying;</li> <li>• Suggest strategies for dealing with name calling (including talking to a trusted adult).</li> <li>• Understand and explain some of the reasons why</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate strategies and skills for supporting others who are bullied;</li> <li>• Recognise and describe the difference between online and face-to-face bullying.</li> <li>• Recognise that some people can get bullied because of the way they express their gender;</li> <li>• Give examples of how bullying behaviours can be stopped.</li> <li>• Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face;</li> <li>• Understand and describe the ease with which something posted online can spread.</li> <li>• Identify strategies for keeping personal information safe online;</li> <li>• Describe safe behaviours when using communication technology.</li> <li>• Know that it is illegal to create and share sexual</li> </ul>
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			<p>different people are bullied;</p> <ul style="list-style-type: none"> <li>• Explore why people have prejudiced views and understand what this is.</li> <li>• Give examples of strategies to respond to being bullied, including what people can do and say;</li> <li>• Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.</li> </ul>	<p>images of children under 18 years old;</p> <ul style="list-style-type: none"> <li>• Explore the risks of sharing photos and films of themselves with other people directly or online;</li> <li>• Know how to keep their information private online.</li> <li>• Understand some of the basic laws in relation to drugs;</li> <li>• Explain why there are laws relating to drugs in this country.</li> <li>• Understand that all humans have basic emotional needs and explain some of the ways these needs can be met;</li> <li>• Explain how these emotional needs impact on people's behaviour;</li> <li>• Suggest positive ways that people can get their emotional need met.</li> </ul>
<p><b>Valuing Differences</b></p>	<ul style="list-style-type: none"> <li>• Give and receive compliments.</li> <li>• Understand the importance of respecting others, even when they are very different from them</li> </ul>	<ul style="list-style-type: none"> <li>• Identify some of the physical and non-physical differences and similarities between people;</li> <li>• Know and use words and phrases that show respect for other people.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that there are many different types of family;</li> <li>• Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'</li> </ul>	<ul style="list-style-type: none"> <li>• Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</li> <li>• Recognise how different surprises and secrets might make them feel;</li> </ul>

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	<ul style="list-style-type: none"> <li>• Accept that we are all different.</li> <li>• Use kind words.</li> <li>• Know that families can look different</li> <li>• Include others when working and playing.</li> <li>• Know how to help other people.</li> <li>• Try to solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify people who are special to them and explain some of the ways those people are special to them.</li> <li>• Recognise and explain how a person's behaviour can affect other people.</li> <li>• Explain how it feels to be part of a group and to be left out from a group;</li> <li>• Suggest and use strategies for helping someone who is feeling left out.</li> <li>• Recognise and describe acts of kindness and unkindness;</li> <li>• Explain how these impact on other people's feelings;</li> <li>• Suggest kind words and actions they can show to others;</li> <li>• Show acts of kindness to others in school.</li> <li>• Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted);</li> <li>• Suggest strategies for dealing with a range of common situations</li> </ul>	<ul style="list-style-type: none"> <li>• Explain that people living in the UK have different origins;</li> <li>• Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds;</li> <li>• Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.</li> <li>• List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals);</li> <li>• Define the word respect and demonstrate ways of showing respect to others' differences.</li> <li>• Define the terms 'negotiation' and 'compromise';</li> <li>• Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.</li> </ul>	<ul style="list-style-type: none"> <li>• Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</li> <li>• Know that all people are unique but that we have far more in common with each other than what is different about us;</li> <li>• Consider how a bystander can respond to someone being rude, offensive or bullying someone else;</li> <li>• Demonstrate ways of offering support to someone who has been bullied.</li> <li>• Demonstrate ways of showing respect to others, using verbal and non-verbal communication.</li> <li>• Understand and explain the term prejudice;</li> <li>• Identify and describe the different groups that make up their school/wider community/other parts of the UK;</li> <li>• Describe the benefits of living in a diverse society;</li> <li>• Explain the importance of mutual respect for different faiths and beliefs</li> </ul>
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		<p>requiring negotiation skills to help foster and maintain positive relationships.</p>	<ul style="list-style-type: none"> <li>• List some of the ways that people are different to each other (including differences of race, gender, religion);</li> <li>• Recognise potential consequences of aggressive behaviour;</li> <li>• Suggest strategies for dealing with someone who is behaving aggressively.</li> <li>• Understand that they have the right to protect their personal body space;</li> <li>• Recognise how others' non-verbal signals indicate how they feel when people are close to their body space;</li> <li>• Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.</li> <li>• Understand and identify stereotypes, including those promoted in the media.</li> </ul>	<p>and how we demonstrate this.</p> <ul style="list-style-type: none"> <li>• Define what is meant by the term stereotype;</li> <li>• Recognise how the media can sometimes reinforce gender stereotypes;</li> <li>• Recognise that people fall into a wide range of what is seen as normal;</li> <li>• Challenge stereotypical gender portrayals of people.</li> </ul>
<p><b>Rights and Responsibilities</b></p>	<ul style="list-style-type: none"> <li>• Know how to make friends</li> <li>• Know and show what makes a good friendship</li> </ul>	N/A	N/A	N/A

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	<ul style="list-style-type: none"> <li>• Try to solve friendship problems when they occur.</li> <li>• Recognise how to care for others</li> <li>• Help others to feel welcome</li> <li>• Know how to work well with others</li> <li>• Know how to make our school a safer place</li> </ul>			
<b>Being My best</b>	<ul style="list-style-type: none"> <li>• Stay motivated when doing something challenging.</li> <li>• Keep trying even when things are tricky.</li> <li>• Have a positive attitude.</li> <li>• Help others to achieve their goals</li> <li>• Make healthy choices.</li> <li>• Eat a balance diet.</li> <li>• Be physically active.</li> <li>• Understand what constitutes a healthy diet.</li> <li>• Understand the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• Know about personal hygiene and germs, how</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that learning a new skill requires practice and the opportunity to fail, safely;</li> <li>• Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.</li> <li>• Demonstrate attentive listening skills;</li> <li>• Suggest simple strategies for resolving conflict situations;</li> <li>• Give and receive positive feedback, and experience how this makes them feel.</li> <li>• Recognise how a person's behaviour (including their own) can affect other people.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify ways in which everyone is unique;</li> <li>• Appreciate their own uniqueness;</li> <li>• Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</li> <li>• Give examples of choices they make for themselves and choices others make for them;</li> <li>• Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs);</li> <li>• Suggest ways the Seven Rs recycling methods can be</li> </ul>	<ul style="list-style-type: none"> <li>• Identify their own strengths and talents;</li> <li>• Identify areas that need improvement and describe strategies for achieving those improvements.</li> <li>• Describe 'star' qualities of celebrities as portrayed by the media;</li> <li>• Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life;</li> <li>• Describe 'star' qualities that 'ordinary' people have.</li> <li>• Identify aspirational goals;</li> <li>• Describe the actions needed to set and achieve these.</li> </ul>

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	they spread and the importance of hand washing.	<ul style="list-style-type: none"> <li>Explain, and be able to use, strategies for dealing with impulsive behaviour.</li> </ul>	applied to different scenarios.	
<b>Growing and Changing</b>	<ul style="list-style-type: none"> <li>Look forward to change.</li> <li>Understand changes which happen in them.</li> <li>Understand and respect changes which happen in them.</li> <li>Understand some of the tasks required to look after a baby.</li> <li>Identify parts of the body that are private;</li> <li>Identify people they can talk to about their private parts.</li> <li>Know what to do if they are worried or feel uncomfortable.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the importance of regular hygiene routines;</li> <li>Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);</li> <li>Understand and describe some of the things that people are capable of at these different stages.</li> <li>Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain);</li> <li>Describe how food, water and air get into the body and blood.</li> <li>Understand some of the tasks required to look after a baby;</li> <li>Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.</li> <li>Identify which parts of the human body are private;</li> <li>Explain that a person's genitals help them to</li> </ul>	<ul style="list-style-type: none"> <li>Describe some of the changes that happen to people during their lives;</li> <li>Explain how the Learning Line can be used as a tool to help them manage change more easily;</li> <li>Suggest people who may be able to help them deal with change.</li> <li>Name some positive and negative feelings;</li> <li>Understand how the onset of puberty can have emotional as well as physical impact</li> <li>Suggest reasons why young people sometimes fall out with their parents;</li> <li>Take part in a role play practising how to compromise.</li> <li>Identify parts of the body that males and females have in common and those that are different;</li> <li>Know the correct terminology for their genitalia;</li> </ul>	<ul style="list-style-type: none"> <li>Recognise some of the changes they have experienced and their emotional responses to those changes;</li> <li>Suggest positive strategies for dealing with change;</li> <li>Identify people who can support someone who is dealing with a challenging time of change.</li> <li>Understand that fame can be short-lived;</li> <li>Recognise that photos can be changed to match society's view of perfect;</li> <li>Identify qualities that people have, as well as their looks.</li> <li>Define what is meant by the term stereotype;</li> <li>Recognise how the media can sometimes reinforce gender stereotypes;</li> <li>Recognise that people fall into a wide range of what is seen as normal;</li> <li>Challenge stereotypical gender portrayals of people.</li> </ul>

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		<p>make babies when they are grown up;</p> <ul style="list-style-type: none"> <li>• Describe ways in which private parts can be kept private;</li> <li>• Identify people they can talk to about their private parts.</li> <li>• Explain the difference between a secret and a nice surprise;</li> <li>• Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and explain why puberty happens.</li> <li>• Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</li> <li>• Recognise how different surprises and secrets might make them feel;</li> <li>• Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</li> <li>• Understand that marriage is a commitment to be entered into freely and not against someone's will;</li> <li>• Recognise that marriage includes same sex and opposite sex partners;</li> <li>• Know the legal age for marriage in England or Scotland;</li> <li>• Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the risks of sharing images online and how these are hard to control, once shared;</li> <li>• Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;</li> <li>• Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.</li> <li>• Know where someone could get support if they were concerned about their own or another person's safety.</li> <li>• Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;</li> <li>• Suggest strategies that would help someone who felt challenged by the changes in puberty;</li> <li>• Know the key facts of the menstrual cycle;</li> <li>• Understand that periods are a normal part of puberty for girls;</li> </ul>
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				<ul style="list-style-type: none"> <li>• Identify some of the ways to cope better with periods.</li> <li>• Identify the changes that happen through puberty to allow sexual reproduction to occur;</li> <li>• Know a variety of ways in which the sperm can fertilise the egg to create a baby;</li> <li>• Know the legal age of consent and what it means.</li> </ul>
<b>Cycle B</b>				
	<b>Year R</b>	<b>Year 1/2</b>	<b>Year 3/4</b>	<b>Year 5/6</b>
<b>Me and My Relationships</b>	<ul style="list-style-type: none"> <li>• Understand that everyone is unique and special.</li> <li>• Show respect when dealing with other people.</li> <li>• Know how to help themselves and others when they feel upset.</li> <li>• Know how important friendships are in making us feel happy and secure and how people choose and make friends.</li> <li>• Know that there is a normal range of emotions that all humans experience in relation to</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that they belong to various groups and communities such as their family;</li> <li>• Explain how these people help us and we can also help them to help us.</li> <li>• Identify simple qualities of friendship;</li> <li>• Recognise that friendship is a special kind of relationship;</li> <li>• Identify some of the ways that good friends care for each other.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why we have rules;</li> <li>• Explore why rules are different for different age groups, in particular for internet-based activities;</li> <li>• Suggest appropriate rules for a range of settings;</li> <li>• Consider the possible consequences of breaking the rules.</li> <li>• Explain some of the feelings someone might have when they lose something important to them;</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise basic emotional needs, understand that they change according to circumstance;</li> <li>• Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.</li> <li>• List some assertive behaviours;</li> <li>• Recognise peer influence and pressure;</li> </ul>

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	<p>different experiences and situations</p>	<ul style="list-style-type: none"> <li>• Recognise, name and understand how to deal with feelings (e.g. anger, loneliness);</li> <li>• Explain where someone could get help if they were being upset by someone else’s behaviour.</li> <li>• Suggest actions that will contribute positively to the life of the classroom;</li> <li>• Demonstrate attentive listening skills;</li> <li>• Suggest simple strategies for resolving conflict situations;</li> <li>• Give and receive positive feedback, and experience how this makes them feel.</li> <li>• Describe and record strategies for getting on with others in the classroom.</li> <li>• Explain, and be able to use, strategies for dealing with impulsive behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that these feelings are normal and a way of dealing with the situation.</li> <li>• Define and demonstrate cooperation and collaboration;</li> <li>• Demonstrate how working together in a collaborative manner can help everyone to achieve success.</li> <li>• Identify people who they have a special relationship with;</li> <li>• Suggest strategies for maintaining a positive relationship with their special people.</li> <li>• Rehearse and demonstrate simple strategies for resolving given conflict situations.</li> <li>• Explain what a dare is;</li> <li>• Understand that no-one has the right to force them to do a dare;</li> <li>• Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.</li> <li>• Express opinions and listen to those of others;</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.</li> <li>• Recognise and empathise with patterns of behaviour in peer-group dynamics;</li> <li>• Recognise basic emotional needs and understand that they change according to circumstance;</li> <li>• Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.</li> <li>• Describe the consequences of reacting to others in a positive or negative way;</li> <li>• Suggest ways that people can respond more positively to others.</li> <li>• Describe ways in which people show their commitment to each other;</li> <li>• Know the ages at which a person can marry, depending on whether their parents agree;</li> </ul>
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			<ul style="list-style-type: none"> <li>• Consider others' points of view;</li> <li>• Practise explaining the thinking behind their ideas and opinions.</li> <li>• Identify qualities of friendship;</li> <li>• Suggest reasons why friends sometimes fall out;</li> <li>• Rehearse and use, now or in the future, skills for making up again.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that everyone has the right to be free to choose who and whether to marry.</li> <li>• Recognise that some types of physical contact can produce strong negative feelings;</li> <li>• Know that some inappropriate touch is also illegal.</li> </ul>
<b>Keeping Safe</b>	<ul style="list-style-type: none"> <li>• Know how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• Try to keep themselves and others safe.</li> <li>• Understand simple rules about medicines and their use.</li> <li>• Be able to name trusted adults and who they can ask for help.</li> <li>• Identify people who keep us safe</li> <li>• Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.</li> </ul>	<ul style="list-style-type: none"> <li>• Define what is meant by the terms 'bullying' and 'unkindness' showing an understanding of the difference between the two;</li> <li>• Understand that bullying and unkind behaviour are both unacceptable ways of behaving.</li> <li>• Recognise that that there are different types of bullying and unkind behaviour;</li> <li>• Understand and describe strategies for dealing with bullying;</li> <li>• Identify situations in which they would feel safe or unsafe;</li> </ul>	<ul style="list-style-type: none"> <li>• Identify situations which are safe or unsafe;</li> <li>• Identify people who can help if a situation is unsafe;</li> <li>• Suggest strategies for keeping safe.</li> <li>• Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens;</li> <li>• Recognise and describe appropriate behaviour online as well as offline;</li> <li>• Identify what constitutes personal information and when it is not appropriate or safe to share this;</li> </ul>	<ul style="list-style-type: none"> <li>• Define what is meant by a dare;</li> <li>• Explain why someone might give a dare;</li> <li>• Suggest ways of standing up to someone who gives a dare.</li> <li>• Recognise which situations are risky;</li> <li>• Explore and share their views about decision making when faced with a risky situation;</li> <li>• Suggest what someone should do when faced with a risky situation.</li> <li>• Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not</li> </ul>

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	<ul style="list-style-type: none"> <li>• Understand the difference between unkindness and bullying;</li> <li>• Know what to do if you think you are being bullied.</li> <li>• Know what to do to keep themselves safe when using the computer or a tablet or other devices.</li> <li>• Begin to understand the risks to their health by spending too much time on electronic devices.</li> <li>• Know how to make a call to the emergency services if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Suggest actions for dealing with unsafe situations including who they could ask for help.</li> <li>• Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;</li> <li>• Identify the types of touch they like and do not like and how it can make someone feel;</li> <li>• Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</li> <li>• Recognise that some touches are not fun and can hurt or be upsetting;</li> <li>• Know that they can ask someone to stop touching them;</li> <li>• Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</li> <li>• Understand that there are unsafe secrets and secrets that are nice surprises;</li> <li>• Identify special people in the school and community</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.</li> <li>• Demonstrate strategies for assessing risks;</li> <li>• Understand and explain decision-making skills;</li> <li>• Understand where to get help from when making decisions.</li> <li>• Understand that medicines are drugs and suggest ways that they can be helpful or harmful.</li> <li>• Identify some key risks from and effects of cigarettes and alcohol;</li> <li>• Know that most people choose not to smoke cigarettes; (Social Norms message)</li> <li>• Define the word 'drug' and understand that nicotine and alcohol are both drugs.</li> </ul>	<p>keeping personal information private;</p> <ul style="list-style-type: none"> <li>• Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face;</li> <li>• Know how to protect personal information online;</li> <li>• Recognise disrespectful behaviour online and know how to respond to it.</li> <li>• Understand some of the complexities of categorising drugs;</li> <li>• Know that all medicines are drugs but not all drugs are medicines;</li> <li>• Understand ways in which medicines can be helpful or harmful and used safely or unsafely.</li> <li>• Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour;</li> <li>• Explain in simple terms some of the laws that</li> </ul>
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		<p>who can help to keep them safe;</p> <ul style="list-style-type: none"> <li>• Know how to ask for help.</li> </ul>		<p>control drugs in this country.</p> <ul style="list-style-type: none"> <li>• Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.</li> <li>• Demonstrate strategies to deal with both face-to-face and online bullying;</li> <li>• Demonstrate strategies and skills for supporting others who are bullied;</li> <li>• Recognise and describe the difference between online and face-to-face bullying.</li> </ul>
<p><b>Valuing Differences</b></p>	<ul style="list-style-type: none"> <li>• Give and receive compliments.</li> <li>• Understand the importance of respecting others, even when they are very different from them</li> <li>• Accept that we are all different.</li> <li>• Use kind words.</li> <li>• Know that families can look different</li> <li>• Include others when working and</li> <li>• playing.</li> </ul>	N/A	N/A	N/A

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	<ul style="list-style-type: none"> <li>• Know how to help other people.</li> <li>• Try to solve problems.</li> </ul>			
<b>Rights and Responsibilities</b>	<ul style="list-style-type: none"> <li>• Know how to make friends</li> <li>• Know and show what makes a good friendship</li> <li>• Try to solve friendship problems when they occur.</li> <li>• Recognise how to care for others</li> <li>• Help others to feel welcome</li> <li>• Know how to work well with others</li> <li>• Know how to make our school a safer place</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate responsibility in looking after something (e.g. a class pet or plant);</li> <li>• Explain the importance of looking after things that belong to themselves or to others.</li> <li>• Explain where people get money from;</li> <li>• List some of the things that money may be spent on in a family home.</li> <li>• Explain the importance of keeping money safe;</li> <li>• Identify safe places to keep money;</li> <li>• Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).</li> <li>• Recognise that money can be spent on items which are essential or non-essential;</li> <li>• Know that money can be saved for a future time and understand the reasons why people</li> </ul>	<ul style="list-style-type: none"> <li>• Define what a volunteer is;</li> <li>• Identify people who are volunteers in the school community;</li> <li>• Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.</li> <li>• Describe the various responsibilities of those who help them stay healthy and safe;</li> <li>• Suggest ways they can help the people who keep them healthy and safe.</li> <li>• Understand that humans have rights and also responsibilities;</li> <li>• Identify some rights and also responsibilities that come with these.</li> <li>• Define the word influence;</li> <li>• Recognise that reports in the media can influence the way they think about a topic;</li> </ul>	<ul style="list-style-type: none"> <li>• Define the differences between responsibilities, rights and duties;</li> <li>• Discuss what can make them difficult to follow;</li> <li>• Identify the impact on individuals and the wider community if responsibilities are not carried out.</li> <li>• Explain what we mean by the terms voluntary, community and pressure (action) group;</li> <li>• Give examples of voluntary groups, the kind of work they do and its value.</li> <li>• Explain what is meant by living in an environmentally sustainable way;</li> <li>• Suggest actions that could be taken to live in a more environmentally sustainable way.</li> <li>• Define the terms 'fact', 'opinion', 'biased' and</li> </ul>

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		<p>(including themselves) might do this.</p> <ul style="list-style-type: none"> <li>• Identify what they like about the school environment and make suggestions to improve it further;</li> <li>• Recognise who cares for and looks after the school environment.</li> <li>• Recognise that they all have a responsibility for helping to look after the school environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the role of the bystander and how it can influence bullying or other anti-social behaviour;</li> <li>• Recognise that they can play a role in influencing outcomes of situations by their actions.</li> <li>• Understand some of the ways that various national and international environmental organisations work to help take care of the environment;</li> <li>• Understand the difference between 'fact' and 'opinion';</li> <li>• Understand how an event can be perceived from different viewpoints;</li> <li>• Understand the terms 'income', 'saving' and 'spending';</li> <li>• Recognise that there are times we can buy items we want and times when we need to save for items;</li> <li>• Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)</li> </ul>	<p>'unbiased', explaining the difference between them;</p> <ul style="list-style-type: none"> <li>• Describe the language and techniques that make up a biased report;</li> <li>• Know the legal age (and reason behind these) for having a social media account;</li> <li>• Understand why people don't tell the truth and often post only the good bits about themselves, online;</li> <li>• Recognise that people's lives are much more balanced in real life, with positives and negatives.</li> <li>• Define the terms loan, credit, debt and interest;</li> <li>• Suggest advice for a range of situations involving personal finance.</li> <li>• Explain some benefits of saving money;</li> <li>• Describe the different ways money can be saved, outlining the pros and cons of each method;</li> <li>• Explain what is meant by the term interest.</li> <li>• Recognise and explain that different jobs have</li> </ul>
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			<ul style="list-style-type: none"> <li>• Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)</li> <li>• Prioritise items of expenditure in the home from most essential to least essential.</li> <li>• Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT';</li> <li>• Understand how a payslip is laid out showing both pay and deductions;</li> <li>• Prioritise public services from most essential to least essential.</li> </ul>	<p>different levels of pay and the factors that influence this;</p> <ul style="list-style-type: none"> <li>• Explain the different types of tax (income tax and VAT) which help to fund public services;</li> </ul>
<b>Being My best</b>	<ul style="list-style-type: none"> <li>• Stay motivated when doing something challenging.</li> <li>• Keep trying even when things are tricky.</li> <li>• Have a positive attitude.</li> <li>• Help others to achieve their goals</li> <li>• Make healthy choices.</li> <li>• Eat a balance diet.</li> <li>• Be physically active.</li> <li>• Understand what constitutes a</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise how a person's behaviour (including their own) can affect other people.</li> <li>• Explain the stages of the learning line showing an understanding of the learning process;</li> <li>• Help themselves and others develop a positive attitude that support their wellbeing;</li> <li>• Identify and describe where they are on the</li> </ul>	<ul style="list-style-type: none"> <li>• Identify their achievements and areas of development;</li> <li>• Recognise that people may say kind things to help us feel good about ourselves;</li> <li>• Explain why some groups of people are not represented as much on television/in the media.</li> <li>• Demonstrate how working together in a collaborative manner can help everyone to achieve success;</li> </ul>	N/A

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	<p>healthy diet.</p> <ul style="list-style-type: none"> <li>• Understand the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• Know about personal hygiene and germs, how they spread and the importance of hand washing.</li> </ul>	<p>learning line in a given activity and apply its positive mindset strategies to their own learning.</p> <ul style="list-style-type: none"> <li>• Understand and give examples of things they can choose themselves and things that others choose for them;</li> <li>• Explain things that they like and dislike, and understand that they have choices about these things;</li> <li>• Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and explain how the brain sends and receives messages through the nerves.</li> <li>• Explain some of the different talents and skills that people have and how skills are developed;</li> <li>• Recognise their own skills and those of other children in the class.</li> </ul>	
<b>Growing and Changing</b>	<ul style="list-style-type: none"> <li>• Look forward to change.</li> <li>• Understand changes which happen in them.</li> <li>• Understand and respect changes which happen in them.</li> <li>• Understand some of the tasks required to look after a baby.</li> <li>• Identify parts of the body that are private;</li> <li>• Identify people they can talk to about their private parts.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate simple ways of giving positive feedback to others.</li> <li>• Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.</li> <li>• Understand some of the tasks required to look after a baby;</li> <li>• Explain how to meet the basic needs of a baby, for example, eye contact,</li> </ul>	<ul style="list-style-type: none"> <li>• Identify different types of relationships;</li> <li>• Recognise who they have positive healthy relationships with.</li> <li>• Understand what is meant by the term body space (or personal space);</li> <li>• Identify when it is appropriate or inappropriate to allow someone into their body space;</li> <li>• Rehearse strategies for when someone is</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of words and phrases to describe the intensity of different feelings</li> <li>• Distinguish between good and not so good feelings, using appropriate vocabulary to describe these;</li> <li>• Explain strategies they can use to build resilience.</li> <li>• Identify people who can be trusted;</li> </ul>

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	<ul style="list-style-type: none"> <li>• Know what to do if they are worried or feel uncomfortable.</li> <li>•</li> </ul>	<p>cuddling, washing, changing, feeding.</p> <ul style="list-style-type: none"> <li>• Identify things they could do as a baby, a toddler and can do now;</li> <li>• Identify the people who help/helped them at those different stages.</li> <li>• Identify situations as being secrets or surprises;</li> <li>• Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.</li> <li>• Recognise how others might be feeling by reading body language/facial expressions;</li> <li>• Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)</li> <li>• Identify which parts of the human body are private;</li> <li>• Explain that a person's genitals help them to make babies when they are grown up;</li> <li>• Understand that humans mostly have the same body</li> </ul>	<p>inappropriately in their body space.</p> <ul style="list-style-type: none"> <li>• Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</li> <li>• Recognise how different surprises and secrets might make them feel;</li> <li>• Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand what kinds of touch are acceptable or unacceptable;</li> <li>• Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.</li> <li>• Know the correct words for the external sexual organs;</li> <li>• Discuss some of the myths associated with puberty.</li> <li>• Identify some products that they may need during puberty and why;</li> <li>• Know what menstruation is and why it happens.</li> <li>• Recognise how our body feels when we're relaxed;</li> <li>• List some of the ways our body feels when it is nervous or sad;</li> <li>• Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.</li> <li>• Identify situations where someone might need to break a confidence in</li> </ul>
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		<p>parts but that they can look different from person to person.</p> <ul style="list-style-type: none"> <li>• Know that you are not allowed to touch someone's private belongings without their permission;</li> <li>• Give examples of different types of private information.</li> </ul>		<p>order to keep someone safe.</p>
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**Appendix 2:** By the end of primary school pupils should know:

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

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	<ul style="list-style-type: none"> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online Relationships	<ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• how information and data is shared and used online</li> </ul>
Being Safe	<ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• where to get advice, for example family, school or other sources</li> </ul>

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

<b>TO BE COMPLETED BY PARENTS</b>	
Name of child:	Class:
Name of Parent:	Date:
Reason for withdrawing from Sex Education within RSE:	
Any other information you would like the school to consider:	
Parent Signature:	
<b>TO BE COMPLETED BY THE SCHOOL</b>	
Agreed actions from discussion with parents: (Include note from discussions with parents and agreed actions taken)	

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