



Through wisdom, compassion and endurance, we endeavour to make the best decisions for our children

RELATIONSHIPS & SEX EDUCATION POLICY 2020

September 2020

Review: Sep 2023



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Whaddon Church of England School

An holistic learning community where all thrive

Compassion Wisdom Endurance

At Whaddon Church of England School, we...

- Are a Christian community where everyone can grow in Christian faith and develop an understanding and tolerance of others
- Promote the holistic development of each person and provide the best education for every pupil within a supportive environment.
- Foster each child's identity as a citizen of the world.
- Equip children with the skills to develop independent thinking and learning.
- Establish an environment where children have the freedom and confidence to take risks and make mistakes and which will clearly reflect the Christian values of our foundation.
- Develop personal responsibilities and life skills.
- Enable our children to demonstrate respect for one another and the environment, valuing difference.
- Provide children with a broad educational experience which incorporates the National Curriculum, at the appropriate level for each child, and fully embraces outdoor learning, physical education, the arts, music

Our Values

WISDOM ENDURANCE COMPASSION are our school Christian Values which guide our children's behaviour and our own to create a holistic learning community where all thrive:

The Wisdom to learn from our experiences and then to use this knowledge wisely to develop good relationships with others

Compassion to understand the way our actions affect our classmates so we strive to ensure we create happy and friendly feelings through these actions

Endurance to create not only positive learning behaviour but also loyalty and the drive to keep trying to be the best person we can possibly be.

Expectations

Everyone will...

Feel safe

Be able to work hard

Be proud of our individuality Support each other

Achieve

Contents

| | |
|---|----|
| 1. Aims..... | 3 |
| 2. Statutory requirements | 3 |
| 3. Policy development..... | 4 |
| 4. Definition..... | 4 |
| 5. Curriculum..... | 4 |
| 6. Delivery of RSE | 4 |
| 7. Roles and responsibilities | 5 |
| 8. Parents' right to withdraw..... | 5 |
| 9. Training..... | 6 |
| 10. Monitoring arrangements | 6 |
| Appendix 1: Curriculum map..... | 7 |
| Appendix 2: By the end of primary school pupils should know | 22 |
| Appendix 2: Parent form: withdrawal from sex education within RSE | 29 |

1. Aims

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

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

2. Statutory requirements

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

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

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

At Whaddon CE School we teach RSE as set out in this policy.

3. Policy development

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

1. Review – the headteacher pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents were invited to look at the policy and give feedback
4. Pupil consultation – we asked pupils what they feel it is important to learn about to form healthy relationships
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

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

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

RSE is not about the promotion of sexual activity.

5. Curriculum

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

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will take place in year 6 and will focus on:

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

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

6. Delivery of RSE

At Whaddon CE School, we believe learning is a holistic experience and therefore Relationships Education development is embedded in the decisions that children make throughout their school day and beyond. Our child-led approach enables reflection, choice and guidance that develops the child, personally and socially.

Specific aspects of Relationship Education is also taught within appropriate areas of the curriculum such as literature, art, history, and Religious Education. Biological aspects of RSE are taught within the science curriculum.

Pupils will also receive stand-alone sex education sessions delivered by a trained health professional in year 6.

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

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

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, 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).

7. Roles and responsibilities

7.1 The governing board

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

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of Sex Education (see section 8).

7.3 Staff

The Teaching Staff are responsible for:

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

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

7.4 Pupils

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

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-science components of sex education within RSE.

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

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

9. Training

Staff are trained on the delivery of RSE and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the headteacher and RSE governor through monitoring procedures as planning and work scrutinies, learning walks, etc.

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

This policy will be reviewed by the teaching staff. At every review, the policy will be approved by the Curriculum and Pupil welfare governing board committee

KEY STAGE 1-2

During key stages 1 and 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

CORE THEME 1: HEALTH AND WELLBEING**KS1 Learning opportunities in Health and Wellbeing***Pupils learn...***KS2 Learning opportunities in Health and Wellbeing***Pupils learn...*

Healthy lifestyles (physical wellbeing)

H1. about what keeping healthy means; different ways to keep healthy**H2.** about foods that support good health and the risks of eating too much sugar**H3.** about how physical activity helps us to stay healthy; and ways to be physically active everyday**H4.** about why sleep is important and different ways to rest and relax**H5.** simple hygiene routines that can stop germs from spreading**H6.** that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy**H7.** about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health**H8.** how to keep safe in the sun and protect skin from sun damage**H9.** about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV**H10.** about the people who help us to stay physically healthy**H1.** how to make informed decisions about health**H2.** about the elements of a balanced, healthy lifestyle**H3.** about choices that support a healthy lifestyle, and recognise what might influence these**H4.** how to recognise that habits can have both positive and negative effects on a healthy lifestyle**H5.** about what good physical health means; how to recognise early signs of physical illness**H6.** about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.**H7.** how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle**H8.** about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn**H9.** that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it**H10.** how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed

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| | <p>H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p>H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> |
| Mental health | |
| <p>H11. about different feelings that humans can experience</p> <p>H12. how to recognise and name different feelings</p> <p>H13. how feelings can affect people’s bodies and how they behave</p> <p>H14. how to recognise what others might be feeling</p> <p>H15. to recognise that not everyone feels the same at the same time, or feels the same about the samethings</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p> <p>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don’t feel good</p> <p>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> | <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> |

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| | <p>H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> |
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Ourselves, growing and changing

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| <p>H21. to recognise what makes them special</p> <p>H22. to recognise the ways in which we are all unique</p> <p>H23. to identify what they are good at, what they like and dislike</p> <p>H24. how to manage when finding things difficult</p> <p>H25. to name the main parts of the body</p> <p>H26. about growing and changing from young to old and how people's needs change</p> <p>H27. about preparing to move to a new class/year group</p> | <p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> |
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H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for¹

H34. about where to get more information, help and advice about growing and changing, especially about puberty

H35. about the new opportunities and responsibilities that increasing independence may bring

H36. strategies to manage transitions between classes and key stages

Keeping safe

H28. about rules and age restrictions that keep us safe

H29. to recognise risk in simple everyday situations and what action to take to minimise harm

H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)

H31. that household products (including medicines) can be harmful if not used correctly

H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely

H33. about the people whose job it is to help keep us safe

H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them

H35. about what to do if there is an accident and someone is hurt

H36. how to get help in an emergency (how to dial 999 and what to say)

H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming

H38. how to predict, assess and manage risk in different situations

H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe

H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)

H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about

H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact

H43. about what is meant by first aid; basic techniques for dealing with common injuries²

H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say

H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk³

Drugs, alcohol and tobacco

H37. about things that people can put into their body or on their skin; how these can affect how people feel

H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break

H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others

H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);

H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping

H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns

CORE THEME 2: RELATIONSHIPS

KS1 Learning opportunities in Relationships

Pupils learn...

R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives

R2. to identify the people who love and care for them and what they do to help them feel cared for

R3. about different types of families including those that may be different to their own

R4. to identify common features of family life

R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried

KS2 Learning opportunities in Relationships

Pupils learn...

Families and close positive relationships

R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)

R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different

R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong

R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others

R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart

R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another

R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability

R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty

R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

Friendships

R6. about how people make friends and what makes a good friendship

R7. about how to recognise when they or someone else feels lonely and what to do

R8. simple strategies to resolve arguments between friends positively

R9. how to ask for help if a friendship is making them feel unhappy

R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing

R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships

R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face

R13. the importance of seeking support if feeling lonely or excluded

R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them

R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others

R16. how friendships can change over time, about making new friends and the benefits of having different types of friends

R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely

R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary

Managing hurtful behaviour and bullying

R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online

R11. about how people may feel if they experience hurtful behaviour or bullying

R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult

R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour

R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support

R21. about discrimination: what it means and how to challenge it

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R21. about discrimination: what it means and how to challenge it

Safe relationships

R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private

R14. that sometimes people may behave differently online, including by pretending to be someone they are not

R15. how to respond safely to adults they don't know

R16. about how to respond if physical contact makes them feel uncomfortable or unsafe

R17. about knowing there are situations when they should ask for permission and also when their permission should be sought

R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)

R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe

R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard

R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);

R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns

R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know

R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

R26. about seeking and giving permission (consent) in different situations

R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret

R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this

R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

Respecting

R21. about what is kind and unkind behaviour, and how this can affect others

R22. about how to treat themselves and others with respect; how to be polite and courteous

R23. to recognise the ways in which they are the same and different to others

R24. how to listen to other people and play and work cooperatively

R25. how to talk about and share their opinions on things that matter to them

Listening

R30. that personal behaviour can affect other people; to recognise and model respectful behaviour

R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

Friendships

R6. about how people make friends and what makes a good friendship

R7. about how to recognise when they or someone else feels lonely and what to do

R8. simple strategies to resolve arguments between friends positively

R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing

R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online

R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

CORE THEME 3: LIVING IN THE WIDER WORLD

KS1 Learning opportunities in Living in the Wider World

Pupils learn...

KS2 Learning opportunities in Living in the Wider World

Pupils learn...

Shared responsibilities

L1. about what rules are, why they are needed, and why different rules are needed for different situations

L2. how people and other living things have different needs; about the responsibilities of caring for them

L3. about things they can do to help look after their environment

L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws

L2. to recognise there are human rights, that are there to protect everyone

L3. about the relationship between rights and responsibilities

L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others

L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)

Communities

L4. about the different groups they belong to

L5. about the different roles and responsibilities people have in their community

L6. to recognise the ways they are the same as, and different to, other people

L6. about the different groups that make up their community; what living in a community means

L7. to value the different contributions that people and groups make to the community

L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities

L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes

L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

Media literacy & digital resilience

L7. about how the internet and digital devices can be used safely to find things out and to communicate with others

L8. about the role of the internet in everyday life

L9. that not all information seen online is true

L11. recognise ways in which the internet and social media can be used both positively and negatively

L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results

L13. about some of the different ways information and data is shared and used online, including for commercial purposes

L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information

L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images

L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

Economic wellbeing: Money

L10. what money is; forms that money comes in; that money comes from different sources

L11. that people make different choices about how to save and spend money

L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want

L13. that money needs to be looked after; different ways of doing this

L17. about the different ways to pay for things and the choices people have about this

L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'

L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)

L20. to recognise that people make spending decisions based on priorities, needs and wants

L21. different ways to keep track of money

L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe

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| | <p>L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p> <p>L24. to identify the ways that money can impact on people's feelings and emotions</p> |
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Economic wellbeing: Aspirations, work and career

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| <p>L14. that everyone has different strengths</p> <p>L15. that jobs help people to earn money to pay for things</p> <p>L16. different jobs that people they know or people who work in the community do</p> <p>L17. about some of the strengths and interests someone might need to do different jobs</p> | <p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>L31. to identify the kind of job that they might like to do when they are older</p> <p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p> |
|---|---|



Dear Parents

Positive Learning Behaviours

Whaddon CofE School guides, develops, supports and teaches children from 4 to 7 years of age. We believe learning must be a holistic practise to ensure balanced, independent, confident thinkers. What use is knowledge, without the ability to apply it, test it organise it, share it?

When children enter our school and join Foundation Stage, they learn under the EYFS framework. This includes the **Characteristics of Effective Learning**. This is a guide to the Learning Behaviours children need to develop. It is a clear and useful document that EYFS practitioners can refer to as they work with the children. It is accompanied by the **Prime areas** of Learning and Development, which are:

- Personal, Social and Emotional Development (PSED)
- Communication and Language
- Physical Development

and the **Specific areas** of Learning and Development which are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The Early Years guidance states:

The ways in which the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.

The **prime** areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The prime areas continue to be fundamental throughout the EYFS.

At Whaddon School, we believe children do not stop developing in the **Characteristics of Effective Learning** and the **Prime areas** of Learning and Development when they move from EYFS to Key Stage 1 (Year 1 and 2). These vital skills should continue to be developed and strengthened through all aspects of their learning. We have used the framework to create a document that can guide us throughout their time at Whaddon School. This document outlines the learning behaviours, broken down into subheadings for further clarification. We have also included helpful ways in which adults can effectively support children in their development.

The staff believe it would be beneficial to share these with you so that the whole school community can work together to support our children as lifelong learners.

Please read through the attached document. If you have any further questions or are interested in our Development of Positive Learning Behaviours, please speak to your child’s class teacher at a mutually convenient time.

Yours sincerely

Whaddon CofE School Teaching Staff

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Whaddon School Development of Personal, Spiritual and Learning Behaviours

| | Unique Children | Adult Support |
|------------------------------|---|---|
| Engagement | <ul style="list-style-type: none"> Finding out and exploring Playing with what they know Being willing to 'have a go' | <ul style="list-style-type: none"> • Play with children and follow their interests • Plan units of work with children and display their planning • Model showing your own interest in discovering new things • Support children in their explorations without taking over • Focus on process over end product when interacting with children • Develop a climate where children know that we get better at things through effort and practice • Support children to solve problems themselves when things go wrong, and see mistakes as opportunities to learn |
| Motivation | <ul style="list-style-type: none"> Being involved and concentrating Resilience Feeling achievement | <ul style="list-style-type: none"> • Support children to plan their activities/mark; what do they want to do and how will they do it? • Help children to become aware of their own goals, make plans and review their progress and successes • Encourage children to talk about what they do well and what they want to get better at • Be specific with praise; focus on effort, concentration, perseverance, adaptation, problem solving and ideas • Encourage children to learn together and from each other • Wherever possible, ensure children are able to see a reason for a task. Talk about why we are doing something and what we are learning |
| Thinking | <ul style="list-style-type: none"> Having their own ideas Making links Choosing ways to do things | <ul style="list-style-type: none"> • Use language of thinking and learning; think, know, remember, forget, idea, makes sense, plan, learn, find out, confused, trying • Model being a thinker; you don't always know, you're curious and sometimes puzzled, you can find out • Encourage open-ended thinking; what else is possible? • Always respect children's efforts and ideas so they feel safe to take risks • Give children time to talk and think • Value questions, talk and many different responses without rushing to the 'right' answer • Sustained shared thinking; together, explore ideas and make links. Follow the children's lead in conversation and think about things together • Encourage children to describe problems and discuss ways to solve it • Model plan-do-review process and encourage children to think this way about their learning • Offer help with activities when asked, but not before. Support children to develop ways to solve problems themselves |
| Awareness of Self and Others | <ul style="list-style-type: none"> Considering others' and own ideas, needs and feelings Forming positive relationships Understanding the consequence of behaviour | <ul style="list-style-type: none"> • Support children in turning to peers, before an adult, for help or information • Model and promote teamwork • Where appropriate, set up activities where the main goal is for children to work cooperatively together and take each other's ideas on board • Allow time for children to explain their thoughts and actions to each other • Support children to feel good about their successes • Involve children in deciding classroom expectations and routines • Affirm and praise positive behaviour • Encourage children to think about issues from the viewpoints of others • Make time to listen to children respectfully and kindly • Where there is conflict, support and model reconciliation and problem solving with the children • Where appropriate, set up friendship groups for children who find this difficult • Encourage children to think about issues from the viewpoint of others. •Ensure that children have opportunities to identify and discuss boundaries, so that they understand why they are there and what they are intended to achieve • Make time to listen to children respectfully and kindly, and explain to all the children why this is important. Children will then know that they will be listened to when they raise injustices. |

HOW DO THE **PROGRAMME OF STUDY** **LEARNING OPPORTUNITIES** RELATE TO THE **STATUTORY GUIDANCE?**

The learning opportunities in the Programme of Study cover all of the content outlined in the Department for Education’s statutory Relationships, Sex and Health Education guidance, and go beyond this to integrate the statutory content within a complete and comprehensive PSHE education programme. The grids below set out where each aspect of the statutory guidance is covered by Programme of Study learning opportunities in key stages 1-2|



RELATIONSHIPS EDUCATION (PRIMARY)

| By the end of primary school: Pupils should know: | | KS1 | KS2 |
|---|---|---------|------------|
| Families and people who care for me | <ul style="list-style-type: none"> that families are important for children growing up because they can give love, security and stability. | R2 | R6 |
| | <ul style="list-style-type: none"> 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. | R1, R4 | R8 |
| | <ul style="list-style-type: none"> 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. | H22, R3 | R2, R7 |
| | <ul style="list-style-type: none"> 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. | R3 | R1, R6, R7 |
| | <ul style="list-style-type: none"> that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. | R4 | R3, R5 |
| | <ul style="list-style-type: none"> how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. | R5 | R4, R9 |
| Caring friendships | <ul style="list-style-type: none"> how important friendships are in making us feel happy and secure, and how people choose and make friends. | R6 | R10 |
| | <ul style="list-style-type: none"> the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. | R6 | R11 |
| | <ul style="list-style-type: none"> that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. | R7 | R13, R14 |
| | <ul style="list-style-type: none"> 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. | R8 | R16 |
| | <ul style="list-style-type: none"> 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. | R9 | R18 |

| | | | | |
|---|---|---|-----------------|---------------|
| | <ul style="list-style-type: none"> the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. | H22, R23, L4, L6 | R32, R33, L6 | |
| | <ul style="list-style-type: none"> practical steps they can take in a range of different contexts to improve or support respectful relationships. | R6, R8 | R33, R34 | |
| | <ul style="list-style-type: none"> the conventions of courtesy and manners. | R22 | R33 | |
| | <ul style="list-style-type: none"> the importance of self-respect and how this links to their own happiness. | H21, H23, R22 | R31 | |
| | <ul style="list-style-type: none"> 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. | R22, H22 | R31 | |
| | <ul style="list-style-type: none"> 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. | R10, R11, R12 | R19, R20, R28 | |
| | <ul style="list-style-type: none"> what a stereotype is, and how stereotypes can be unfair, negative or destructive. | L4 | R21, L7, L8, L9 | |
| | <ul style="list-style-type: none"> the importance of permission-seeking and giving in relationships with friends, peers and adults. | R15, R17 | R22, R26 | |
| | Online relationships | <ul style="list-style-type: none"> that people sometimes behave differently online, including by pretending to be someone they are not. | R14 | R23 |
| | | <ul style="list-style-type: none"> 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. | R12 | R24, R30, R31 |
| <ul style="list-style-type: none"> the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. | | R20 | R24, R29 | |
| <ul style="list-style-type: none"> how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. | | R15 | R24 | |
| <ul style="list-style-type: none"> how information and data is shared and used online. | | H34 | L13, L14 | |

| | | | |
|------------|--|---------------|----------|
| Being safe | <ul style="list-style-type: none"> • <i>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</i> | R17 | R22 |
| | <ul style="list-style-type: none"> • <i>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.</i> | R13, R18 | R27 |
| | <ul style="list-style-type: none"> • <i>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</i> | R13 | H45, R25 |
| | <ul style="list-style-type: none"> • <i>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</i> | R14, R15, R19 | R24 |
| | <ul style="list-style-type: none"> • <i>how to recognise and report feelings of being unsafe or feeling bad about any adult.</i> | R20 | R29 |
| | <ul style="list-style-type: none"> • <i>how to ask for advice or help for themselves or others, and to keep trying until they are heard.</i> | R20 | R29 |
| | <ul style="list-style-type: none"> • <i>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</i> | R20 | R29, H45 |
| | <ul style="list-style-type: none"> • <i>where to get advice e.g. family, school and/or other sources.</i> | R20 | R29 |

HEALTH EDUCATION (PRIMARY)

| By the end of primary school: Pupils should know: | | KS1 | KS2 |
|---|--|-----------------------------|-------------|
| Mental wellbeing | <ul style="list-style-type: none"> that mental wellbeing is a normal part of daily life, in the same way as physical health. | H1 | H15 |
| | <ul style="list-style-type: none"> that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. | H11, H12, H13, H14 | H17 |
| | <ul style="list-style-type: none"> how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. | H15, H16 | H19 |
| | <ul style="list-style-type: none"> how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. | H18, H19 | H20, H21 |
| | <ul style="list-style-type: none"> the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. | H17 | H16 |
| | <ul style="list-style-type: none"> simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. | H18, H20, H24 | H16, |
| | <ul style="list-style-type: none"> isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. | H24, H27, R7 | H24, R13 |
| | <ul style="list-style-type: none"> that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. | R10, R11 | R19 |
| | <ul style="list-style-type: none"> where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). | H19, R12 | H21, R20 |
| | <ul style="list-style-type: none"> it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. | H24 | H22 |

| | | | |
|-----------------------------|---|----------|--------------------|
| Internet safety and harms | <ul style="list-style-type: none"> that for most people the internet is an integral part of life and has many benefits. | L7, L8 | L11 |
| | <ul style="list-style-type: none"> about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. | H9 | H13 |
| | <ul style="list-style-type: none"> how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. | R10, R12 | R30, L11, L15 |
| | <ul style="list-style-type: none"> why social media, some computer games and online gaming, for example, are age restricted. | H28 | H37, L23 |
| | <ul style="list-style-type: none"> that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. | H34 | H37, R20, L11, |
| | <ul style="list-style-type: none"> how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. | L9 | L12, L13, L14, L16 |
| | <ul style="list-style-type: none"> where and how to report concerns and get support with issues online. | H34 | H42 |
| Physical health and fitness | <ul style="list-style-type: none"> the characteristics and mental and physical benefits of an active lifestyle. | H1 | H7 |
| | <ul style="list-style-type: none"> the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. | H3 | H7 |
| | <ul style="list-style-type: none"> the risks associated with an inactive lifestyle (including obesity). | H3 | H4, H7 |
| | <ul style="list-style-type: none"> how and when to seek support including which adults to speak to in school if they are worried about their health. | H10 | H14 |
| Healthy eating | <ul style="list-style-type: none"> what constitutes a healthy diet (including understanding calories and other nutritional content). | H2, H3 | H1, H6 |
| | <ul style="list-style-type: none"> the principles of planning and preparing a range of healthy meals. | H2 | H6 |
| | <ul style="list-style-type: none"> the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). | H2 | H2, H3, H6 |

| | | | |
|--------------------------|--|----------|--------------------|
| | <ul style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. | H37 | H46, H47, H48 |
| Health and prevention | <ul style="list-style-type: none"> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. | | H5 |
| | <ul style="list-style-type: none"> about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. | H8 | H12 |
| | <ul style="list-style-type: none"> the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. | H4 | H8 |
| | <ul style="list-style-type: none"> about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. | H7 | H11 |
| | <ul style="list-style-type: none"> about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. | H5 | H9, H40 |
| | <ul style="list-style-type: none"> the facts and science relating to allergies, immunisation and vaccination. | H6 | H10 |
| Basic first aid | <ul style="list-style-type: none"> how to make a clear and efficient call to emergency services if necessary. | H35, H36 | H44 |
| | <ul style="list-style-type: none"> concepts of basic first-aid, for example dealing with common injuries, including head injuries. | H35, H37 | H43 |
| Changing adolescent body | <ul style="list-style-type: none"> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. | H25, H26 | H30, H31, H32, H34 |
| | <ul style="list-style-type: none"> about menstrual wellbeing including the key facts about the menstrual cycle. | | H30, H31 |

Appendix 3: Parent form: withdrawal from sex education within RSE (Year 6)

| TO BE COMPLETED BY PARENTS | | | |
|--|--|-------|--|
| Name of child | | Class | |
| Name of parent | | Date | |
| Reason for withdrawing from sex education within relationships and sex education | | | |
| | | | |
| Any other information you would like the school to consider | | | |
| | | | |
| Parent signature | | | |

| TO BE COMPLETED BY THE SCHOOL | |
|---|--|
| Agreed actions from discussion with parents | <i>(Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom)</i> |
| | |