

## **RSE POLICY**

**March 2024**

*Our small school community welcomes everyone and aspires to meet the needs of all through high expectations, Christian values and compassionate support. We strive to create a firm foundation for all to fulfil their potential as future citizens of the world. Our challenging, exciting learning environment enables everyone to go forward as champions of compassion, curiosity and courage.*

*Jesus answered, love the Lord your God with all your heart, with all your soul, and with all your mind. This is the greatest and the most important commandment. The second most important commandment is like it: love your neighbour as you love yourself. Matthew 22:v.37-40*

## **Relationships and Sex Education Policy**

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education Act 1996
- Equality Act 2010

The following documentation is also related to this policy:

- Statutory Guidance on Sex and Relationship Education (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Supplementary Guidance SRE for the 21st Century (2014)
- Keeping Children Safe in Education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education. Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

The DfE guidance also sets out both the rights of parents/carers to withdraw pupils from sex education (but not Relationships or Health Education) and the process that head teachers should follow in considering a request from a parent. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Our Policy reflects that Relationships Education and Health Education has been statutory for all schools since September 2020. Although not mandatory, the DfE are

recommending that primary schools deliver sex education, to support the content of National Curriculum in Science.

Partney C of E Primary School will be delivering 'Sex Education' in order to support the Science curriculum. This will be tailored to the stage and maturity of the pupils. Please see the section 'Sex Education' later in the policy to find out about what the school plans to cover in these sessions and a parent's right to withdraw their child/children from these sessions.

We aim to work in partnership with parents, carers and governors and to create an ethos that will ensure all pupils receive appropriate, accurate and consistent answers to their questions about RSE, so that children are receiving consistent messages.

Sometimes sensitive questions can evoke a safeguarding concern in which case the School Child Protection Policy and Procedure should be used.

We wish to work closely with the pupils through class groups and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views. Any Feedback/assessment from pupils will inform the RSE curriculum, to ensure that it is really reflective of school perspectives, issues and concerns.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

**Our school's approach to Relationship, Sex and Health Education (RSHE) follows that of the Church of England Education Office in that it seeks to be faith-sensitive and inclusive. It is underpinned by two key Biblical passages:**

**"So God created humankind in his image, in the image of God he created them"  
(Genesis 2:7)**

**"I have come in order that you might have life - life in all its fullness"  
(John 10:10)**

## What is relationships education?

- The fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults
- What a relationship is, what friendship is, what family means and who the people are who can support them.

Building on early education,

- Taking 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.
- How to establish personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – (these are the forerunners of teaching about consent, which takes place at secondary.)
- Having respect for others in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.
- The features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

Whilst teaching about the principles of positive relationships, we will also:

- Address online safety and appropriate behaviour in a way that is relevant to pupils' lives; including content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.
- Ensure that knowledge of Protected Characteristics is covered by using sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.)

- Strive to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them e.g. looked after children or young carers.

### **Through our Church School Values we will also:**

Develop the ability to form strong and positive relationships with others and cultivate positive character traits and personal attributes, in the individual in a school wide context through our values of:

- **Compassion**
- **Courage**
- **Curiosity**

This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

### **Through Relationships Education we will:**

- Teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This will be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This will also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.
- Develop knowledge of how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of

a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

### Sex Education (Primary)

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools.

The school's scheme of work for RSE, supported by the Jigsaw programme, covers everything that primary schools should teach about relationships and health, including puberty. The National Curriculum for Science also includes subject content in related areas, such as

- the main external body parts,
- the human body as it grows from birth to old age (including puberty) and
- reproduction in some plants and animals.

Partney Church of England Primary School has a sex education programme (Jigsaw) tailored to the age and the physical and emotional maturity of the pupils. It will ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science - how a baby is conceived and born.

The School will communicate and consult parents about the detailed content of what will be taught in Sex Education sessions. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school.

Meeting these objectives will require a graduated, age-appropriate programme of sex education. Teaching needs to take account of the developmental differences of children.

Partney Church of England Primary school will teach the following aspects of Sex Education in order to complement the National Curriculum statutory guidance

Statutory National Curriculum Guidance (MUST be taught)	Notes and guidance (non statutory)	Sex Education to complement (going beyond) the National Curriculum
Pupils should be taught to:	Pupils should draw a	
<ul style="list-style-type: none"> <li>describe the changes as humans develop to old age.</li> </ul>	<p>timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.</p>	<p>How a baby is conceived</p> <ul style="list-style-type: none"> <li>Use of anatomical language e.g. penis, vulva, vagina, foetus</li> <li>erection, orgasm, ejaculation including wet dreams, sperm and egg (gamete)</li> </ul> <p>The School will also take into account the special educational needs or disabilities of pupils in developing materials to support the delivery of these sessions.</p>
Parents have no right to withdraw.	Parents have no right to withdraw.	Parents have a right to withdraw.

The overview in Appendix 1 sets out the age appropriate materials and content of sessions delivered through Jigsaw so that parents can make an informed choice to withdraw their child from sex education beyond the national curriculum for science. It is recommended that parents talk to the Head Teacher before withdrawing their child from Sex Education sessions. A reply to a written request will then be confirmed in writing by the Head Teacher and kept in the child’s school records.

## Part Two: Health Education

### Physical health and mental wellbeing

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in

themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

### **Aims for teaching Physical Health and Wellbeing**

To learn about the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

Teachers should go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.

Emphasis should be given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.

Pupils should also be taught the benefits of hobbies, interests and participation in their own communities. This teaching should make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.

Pupils should be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In later primary school, pupils should be taught why



social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.

A firm foundation in the benefits and characteristics of good health and wellbeing will enable teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

Puberty including menstruation should be covered in the 'Changing Me' section of Jigsaw (see below) and should, as far as possible, be addressed before onset. We will address this in Year 5. This should ensure male and female pupils are prepared for changes they and their peers will experience.

### **Menstruation**

**All pupils will be taught about menstruation, through the PSHE curriculum.**

However, the onset of menstruation can be confusing or even alarming for girls if they are not prepared. Pupils should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health.

In addition to curriculum content, the school will make adequate and sensitive arrangements to help girls prepare for and manage menstruation (including with requests for menstrual products.) This will usually take the form of a separate, girls-only session, which will aid learning in sanitary towels and tampons, possible effects (PMS) and practical advice about selfcare.

### **Materials and Resources**

<https://bettyforschools.co.uk/>

For girls with autism, there is the use of a book entitled The Autism Friendly Guide to Periods which can be used by the teacher and loaned out to any parents.

**It is important to emphasise that any scientific diagrams/outlines of bodies are just that and not everyone's body is the same.**

## Role of the Governing Body

The Governing Body should also make sure that:

- all pupils make progress in achieving the expected educational outcomes
  - the subjects are well led, effectively managed and well planned
  - the quality of provision is subject to regular and effective self-evaluation
  - teaching is delivered in ways that are accessible to all pupils with SEND
  - clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- 
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Foundation governors also have wider responsibilities in relation to maintaining and developing the religious ethos of the schools, particularly with regard to relationships and values, with reference to 'Valuing All God's Children'.

There will be a nominated Governor to:

- arrange visits to monitor the implementation of RSE
- work closely with the Headteacher
- ensure this policy and other linked policies are up to date
- ensure that everyone connected with the school is aware of this policy
- attend training related to this policy
- report to the Governing Body on the success and development of this policy.

with responsibility for the effective implementation, monitoring and evaluation of this policy.

## Role of the Headteacher

The Headteacher will:

- implement the policy;
- ensure all school personnel, pupils and parents are aware of and comply with this policy
- Work in partnership with parents to develop and review the RSE policy
- work closely with the Governing Body
- provide leadership and vision in respect of equality

- make effective use of relevant research and information to improve this policy
- effective training for the teaching staff so that they can handle any difficult issues with sensitivity
- monitor the effectiveness of this policy by:
  - monitoring learning and teaching through observing lessons
  - monitoring planning and assessment through the PHSE Planning toolkit.
  - speaking with pupils,(when appropriate) school personnel, parents and governors
- report to the Governing Body on the success and development of this policy.

## Role of School Personnel

School personnel will:

- comply with all aspects of this policy
- use a variety of teaching methods and Jigsaw resources to deliver the RSE programme
- implement the school's equalities policy and schemes
- report and deal with all incidents of discrimination
- attend appropriate training sessions
- report any concerns they have on any aspect of the school community.

## Role of Parents

All parents must:

- be fully aware of the school's RSE policy
- ask any pertinent questions regarding their child's sex education at the school
- be aware of their right of withdrawing their child from all or part of the RSE programme that we teach in this school ([as above](#))
- take part in periodic surveys conducted by the school
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

## Organisation of the RSE curriculum

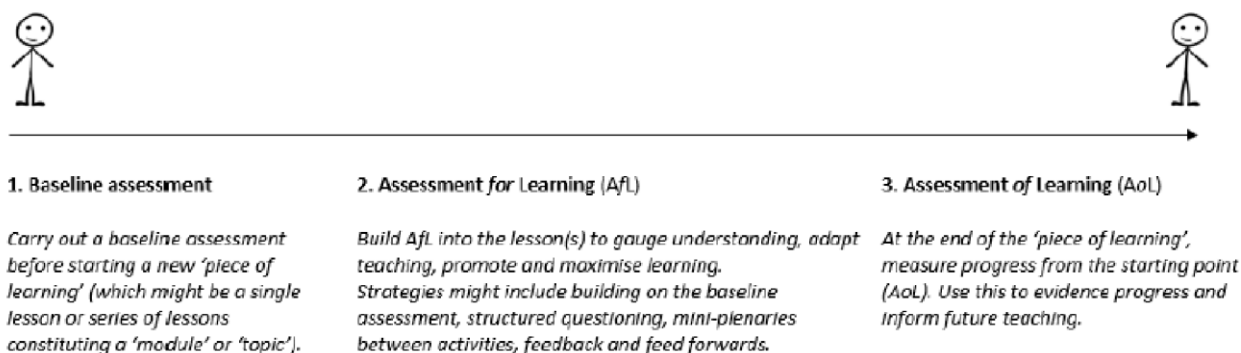
**We will use the Jigsaw programme and the ‘Goodness and Mercy’ Progression statements. The overarching themes are:**

1. Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
2. Relationships (including different types and in different settings, including online)
3. A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
5. Diversity and equality (in all its forms, with due regard to the **protected characteristics** set out in the Equality Act 2010)
6. Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
7. Change (as something to be managed) and resilience (the skills, strategies and ‘inner resources’ we can draw on when faced with challenging change or circumstance)
8. Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and ‘win-win’ outcomes).
9. Career (including enterprise, employability and economic understanding)

**The planning for each year group is contained in the Jigsaw programme.**

## Assessment

It would be inappropriate for assessment in PSHE education to be about levels or grades, passing or failing. The model of assessment that is most meaningful in PSHE education is ipsative assessment. Ipsative assessment measures personal improvement. It compares where a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s), in a similar way to an athlete measuring today's performance against their own previous performance. So the benchmark against which progress is measured is the pupil's own starting point, not the performance of others or the requirements of an exam syllabus. This gives us the following model for assessing any learning in PSHE education:



Pupil progress will be recorded in the Insight Tracker and Communicated to parents through the child's annual report. It will be based upon statements in the Goodness and Mercy Progressions Statements.

The delivery of the PSHE and Science curriculum will be led by the teaching staff but other professionals or members of the community may be brought in to support the learning in these lessons. E.g. Healthy Minds.

In key stage 2 children will learn about puberty and the physical and emotional changes that take place. Puberty is a statutory part of Health Education. That means that parents have no right to withdraw from these sessions. However, an overlap with the science area of life cycles, means that the following aspects of sex education will be taught:

- How a baby is conceived
- Use of anatomical language e.g. penis, vulva, vagina, foetus, orgasm, ejaculation, sperm and egg (gamete)

The School will also take into account the special educational needs or disabilities of pupils in developing materials to support the delivery of these sessions.

Parents will be given an opportunity to see the resources that the class teacher will be using in advance of these sessions. The resources may change from year to year depending on the year group and cohort and the availability of different resources.

## Confidentiality

The teaching staff will endeavour to respect a child's confidence, unless we consider the child to be at risk. Where confidentiality has to be breached, reasons will be given. Teachers cannot promise a child that they will 'keep a secret'. If a child is considered to be at risk following a disclosure, the procedure outlined in our Child Protection Policy will be followed.

## Raising Awareness of this Policy

We will raise awareness of this policy via:

- the school website
- the Staff Handbook
- the newsletter
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- an initial consultation with parents to discuss the contents of the RSE policy in light of the new guidance and to look at the policy, before being approved by the Governors.
- Any consultation comments must be reported to Governors and these comments should help to shape the Policy Review.

## Training

All school personnel:

- have equal chances of training, career development and promotion
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training where appropriate in order to improve their understanding of the Equality Act 2010 and its implications

## Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Our school embraces diversity and the religious, cultural and ethnic backgrounds of the children are taken into account. A budget will be put aside to purchase recommended books and resources to reflect the lifestyles of our children.

## Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the subject lead, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

## Linked Policies

- Curriculum
- Teaching and Learning

# Appendix 1

## Jigsaw PSHE 3 -11/12 Content Overview



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5 (F1-F2)</b>	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
<b>Ages 5-6</b>	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
<b>Ages 6-7</b>	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
<b>Ages 7-8</b>	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

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Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 8-9</b>	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
<b>Ages 9-10</b>	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARTT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
<b>Ages 10-11</b>	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
<b>Ages 11-12 (Scotland)</b>	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships, e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education

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## Appendix 2

 <span style="float: right;">Health Education, Relationships Education and Sex Education</span>		
Progression Outcomes Statements		
<p>The Church of England Education Office faith sensitive inclusive approach to Relationships Education, Relationships and Sex Education<sup>1</sup> (RSE) and Health Education (RSHE) is underpinned by two key biblical passages:</p> <p><i>'So, God created humankind in his image, in the image of God he created them' (Genesis 1:27, NRSV)</i></p> <p>All people should be given dignity as all people are made in the image of God and loved equally by God. This truth underpins what pupils learn about the differences that are permissible under UK law.</p> <p><i>I have come in order that you might have life—life in all its fullness' (John 10:10, GNB)</i></p> <p>All pupils have a right to an education which enables them to flourish and is set in a classroom culture where differences of lifestyle and opinion are given dignity; bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.</p> <p>These Progression Outcome Statements outline the end of Key Stage expectations for pupils in RSHE as they develop. They include the requirements specified by the Department for Education and those for Church of England schools. They can be used for auditing provision, for planning and for assessment.</p>		
Strand- Health Education	KS1 outcomes	KS2 outcomes
Key theology for Church of England / Methodist schools	<ul style="list-style-type: none"> <li>Pupils will be able to show an understanding of key Christian teachings about how they are of great value and worth: "You are fearfully and wonderfully made" (Psalm 139) and "God saw that it was very good" (Genesis 1).</li> <li>Pupils can make a link between these teachings and how people can regard, celebrate, and protect their bodies, minds and souls.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will be able to explain the Christian belief about how humans are made in the image of God (Genesis 1:27); how it may be interpreted and lived out in people's regard for themselves and enjoyment of living in their bodies.</li> <li>Pupils will be able to explain the Christian concept of stewardship: that humans have been given a gift that they should take care of and how that might affect the way that Christians look after their own bodies and minds.</li> </ul>
Strand – Relationships Education	KS1 outcomes	KS2 outcomes
Key theology	<ul style="list-style-type: none"> <li>Pupils can explain that most Christians believe that God loves people, that God has always loved them as an individual and always will.</li> <li>Pupils can talk about why other people are special (and how Christians believe that they are created and loved by God).</li> <li>Pupils can talk about what the Christian belief in creation means for how people should value and protect themselves and treat other people.</li> <li>Pupils can give examples of people doing things that hurt others. They can talk about how humans often let themselves down.</li> <li>They can describe simply what the word forgiveness means and talk about fresh starts.</li> <li>Pupils can talk about why it is good to keep friends and the importance of sticking by people and supporting them unless they really hurt us.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can explain Christian (and other faiths') beliefs in an eternal Love, that cannot be broken, that pre-existed the world and carries on after death.</li> <li>Pupils can link this to the Christian idea of the Trinity and explain what difference it will make to Christians' lives if they believe they have a relationship with this God of eternal love.</li> <li>Pupils can explain that Christians believe in the sacredness and worth of every person and can describe how that might affect how Christians regard and protect themselves and others.</li> <li>Pupils can explain the Christian belief in the Fall and talk about how all people can make mistakes and treat others badly.</li> <li>Pupils can explore the consequences of bad behaviour and explain the Christian ideas about repentance, forgiveness reconciliation and peace.</li> <li>Pupils can explain what faithfulness and commitment means to family, friends, relationships and members of their community. They can explain why faithfulness is important for building security, trust and happiness, and what behaviours might endanger faithfulness.</li> </ul>
Strand – Sex education	KS1 outcomes	KS2 outcomes
Key theology	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Pupils can explain that most Christians believe that God loves all people with a love that is stronger and purer than the love of a husband, wife or partner; that Christians believe (as do people of other faiths) that love never dies or fails.</li> <li>Pupils can explain that most Christians believe that humans are beautifully created; can explain that this means in a one-to-one relationship a person can practice enjoying the wonderful creation of another human and get to carefully observe and celebrate another person over time.</li> <li>Pupils can explain that Christians believe that humans are fallen – they can make mistakes and hurt people on purpose or unintentionally.</li> <li>Pupils can explain how the Christian idea of forgiveness can help to keep intimate relationships going over time.</li> </ul>
		<ul style="list-style-type: none"> <li>Pupils can explain why the Christian belief in the faithfulness of God is a model for human relationships and why the quality of faithfulness may help keep marriages and other long-term committed relationships going over time.</li> </ul>