

# Mauldeth Road Primary School



## Relationships and Sex Education

**There are two separate parts to this document: sex education and relationship education. They are both important in helping children to learn to form healthy relationships as they grow and mature. Although it is compulsory for schools to provide these lessons, parents have the right to withdraw children from the sex education lessons. The school will deal with this by informing parents well in advance of lessons taking place and seeking consent for children to participate.**

**The following pages will define the differences between the two parts and set out how the school will deal with them. There are no new elements proposed, other than a greater emphasis on online safety, and this document simply formalises the same approach that the school has taken for the last five years.**

# Relationships Education

This helps children to understand the different kinds of relationships they may form and how to ensure that these remain healthy, positive and free from exploitation. We teach children to understand the similarities and differences between themselves and others, to respect themselves and to respect other people. We teach about healthy relationships - both in real life and online - in formal lessons, but constantly visit and revisit the themes when we deal with children falling out with one another, or when children may be teased or bullied. We also teach children about mental health and wellbeing, with techniques for remaining calm and mindful.

**This is a compulsory part of the curriculum.**

# Sex Education

This helps children to understand their bodies and the changes that begin to happen as they get older. We teach children about the changes that are occurring as they begin to reach puberty in Year 5 and about sexual reproduction in Year 6. These lessons are taught separately to different gender groups.

**Parents are informed in writing before the lessons take place and are offered the right to withdraw their children from these lessons.**

**The following pages set out our teaching plans: what we will teach, when and how.**

**We have split relationships Education into five areas. These are:**

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

## Families and people who care for me

By the end of primary school pupils should know	Covered in class unless specified below
That families are important for children growing up because they can give love, security and stability.	Year 1 and Year 2 (Autumn Term)
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.	Year 3 and Year 4 (Autumn Term)
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.	Covered through head's assembly (Spring term)
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.	Covered through head's assembly (Spring term)
That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong	Year 5 (Autumn Term)
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	Year 6

## Caring friendships

<b>By the end of primary school pupils should know</b>	<b>Covered in class unless specified below</b>
<b>How important friendships are in making us feel happy and secure, and how people choose and make friends.</b>	<b>Year 1 and 2 (Spring Term )</b>
<b>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</b>	<b>Year 3 (Spring Term )</b>
<b>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</b>	<b>Year 4 (Spring Term )</b>
<b>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</b>	<b>Year 5 (Spring Term )</b>
<b>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.</b>	<b>Year 6 (Spring Term )</b>

## Respectful relationships

<b>By the end of primary school pupils should know</b>	<b>Covered in class unless specified below</b>
<b>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</b>	<b>Year 1 (Summer Term )</b>
<b>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</b>	<b>Year 2 (Summer Term )</b>
<b>The conventions of courtesy and manners.</b>	<b>AK assembly (Autumn term)</b>
<b>The importance of self-respect and how this links to their own happiness.</b>	<b>Year 3 (Summer term)</b>
<b>That in school and in wider society they can expect to be treated with respect by others, and that they should show due respect to others, including those in positions of authority.</b>	<b>Year 4 (Summer term)</b>
<b>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.</b>	<b>AK assembly (Autumn term)</b>
<b>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</b>	<b>Year 5 (Summer term)</b>
<b>The importance of permission-seeking and giving in relationships with friends, peers and adults.</b>	<b>Year 6 (Summer Term)</b>

## Online relationships

<b>By the end of primary school pupils should know</b>	<b>Covered in class unless specified below</b>
<b>That people sometimes behave differently online, including by pretending to be someone they are not.</b>	<b>Covered each year throughout school in Digi Fun Week and Internet Safety Day.</b>  <b>Also reinforced through signing 'Internet Safety Agreements' in class and the lessons leading up to this, together with presentations from school Digi-Leaders and headteacher's assembly.</b>
<b>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.</b>	
<b>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</b>	
<b>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</b>	
<b>How information and data is shared and used online.</b>	
<b>How to critically evaluate information found online and avoid falling for hoaxes and disinformation</b>	



## Staying safe

<b>By the end of primary school pupils should know</b>	<b>Covered in class unless specified below</b>
<b>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context</b>	
<b>That it is not always right to keep secrets if they relate to being safe.</b>	
<b>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</b>	
<b>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</b>	
<b>How to recognise and report feelings of being unsafe or feeling bad about any adult.</b>	
<b>How to ask for advice or help for themselves or others, and to keep trying until they are heard</b>	
<b>How to report concerns or abuse, and the vocabulary and confidence needed to do so.</b>	
<b>Where to get advice e.g. family, school and/or other sources.</b>	