

## PSHE: Term 3 – Relationship Education/ Relationships and Sex Education

KS1-4: This document is to be used alongside *personalised* targets drawn from PSHE Skills Based Curricula: Managing Relationships, Self-Confidence and Awareness, Managing Feelings. We gain *coverage* of the Governments Guidance areas through a 2 year spirals curriculum. It is recommended that you always start with Topic 1.1, then work with class priorities into the second half-term. Ideally, ‘**Odd**’ Topics (1.3) are to be prioritised in academic years starting with ‘**odd**’ numbers (2021-2022) and ‘**even**’ Topics (1.2) are covered in ‘**even**’ years (2022-2023). As always, these are flexible to the needs of classes and should be personalised according to age and stage of the student’s development. *It is recommended that the first Topic in Spring Term start with Respectful Relationships for all classes, but this is not compulsory.*

**Elicitation activity** – In the first session, revisit the ground-rules and share the Topics that are relevant to your students. Those who can, may enjoy ordering them according to what they would like to learn about most. Otherwise, it may insightful to do it as an activity for team-meetings to make sure *everyone has a voice*. At this point, you will need to remove the Topics that are not relevant to the academic year or Key Stage, unless there is a significant need to teach it. It is good practice to share results with the class to make their voice valued in our *Student Lead Curriculum*.

Relationships and Sex Education (RSE) is compulsory from age 11 onwards. It involves teaching children about the scientific process of reproduction, sexuality and sexual health. It does not promote early sexual activity or any particular sexual orientation. Areas marked with an \* require parent consultation. Any ‘right to withdraw’ must be negotiated with the family (for students under 16) or with the student (if they have capacity to make that decision) following consultation. It is the school’s responsibility to interpret what is deemed solely ‘sex education’ and this should be explained to any parent that requests their child is withdrawn. At the Learn to Live Federation, the Sex Education elements of RSE are:

- Sexually transmitted infections (STIs)\*
- How to maintain sexual health and access sexual health services\*
- Contraception\*
- Abortion and unwanted pregnancy\*

| Topic Area  | Yellow   | Pink   | Purple | Blue   | Turquoise | ACTIVITIES  | By the end of Primary (mainstream expectations)  | By the end of Secondary (mainstream expectations)   |
|---|--|--|--------|--|-----------|---|--|---|
| <p><b>3.1 Respectful relationships, including friendships</b></p> <p>To be used alongside ‘PSHE making relationships’ curriculum</p> <p>(links to <b>Friends, Relationships and Community</b> Preparing for Adulthood outcomes at KS4+)</p> | <p>Respond to stimuli about different feelings you or others may experience.</p> <p>Demonstrate positive ways you could let others know how you are feeling.</p> | <p>Identify when people are being kind or unkind.</p> <p>Identify how to treat yourself and others with respect.</p> <p>Describe what it means to ‘fall out’ and ‘make up’ with friends or family.</p> <p>Understand that each person’s body belongs to them and that touch can be appropriate or inappropriate.</p> |        | <p>Describe how to maintain a ‘healthy’ or ‘positive’ relationship.</p> <p>Identify an ‘unhealthy’ or ‘negative’ relationship.</p> <p>Give examples of what it means to be kind or unkind, including appropriate touch.</p> <p>Describe and use a range of strategies to resolve disagreements.</p> <p>Recognise when others are being treated unkindly.</p> <p>Recognise and respond to bullying and hurtful behaviour.</p> <p>*Recognise and respond to forms of peer on peer abuse, such as emotional, physical and sexual forms of abuse.</p> <p>*(KS3-4) - Recognise violence and exploitation, extremism, and radicalisation</p> |           | <ul style="list-style-type: none"> <li>• What makes a good friend? Talking activity</li> <li>• Role play scenarios of kind / unkind behaviours</li> <li>• Explicit teaching of strategies to resolve disagreements</li> <li>• Diamond nine / ranking activity to decide on the ‘seriousness’ of specific disagreements</li> <li>• Solution circle</li> <li>• Calming strategies</li> <li>• Reflect on conflicts</li> <li>• <a href="https://www.preparingforadulthood.org.uk">Sexuality &amp; Relationships (preparingforadulthood.org.uk)</a></li> <li>• <a href="https://www.childline.gov.uk">Worries about the world   Childline</a></li> </ul> <p><b>VIDEOS</b></p> <p><a href="#">Safer Devon video (extremism)</a></p> | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> </ul> | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> </ul> |

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|   |  |  | Explore the meaning of stereotypes, prejudice, discrimination and hate crime.  |  |  | <ul style="list-style-type: none"> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>• the legal rights and responsibilities regarding equality and that everyone is unique and equal.</li> </ul>   |
| <b>Topic Area</b>   | <b>Pre-Formal</b>  | <b>Semi-Formal</b>   | <b>Formal</b>  | <b>ACTIVITIES</b>  | <b>By the end of Primary (mainstream expectations)</b>   | <b>By the end of Secondary (mainstream expectations)</b>  |
| <b>3.2 Being safe in relationships</b><br><br><b>To be used alongside 'PSHE making relationships' curriculum</b><br><br>(links to <b>Friends, Relationships and Community</b> Preparing for Adulthood outcomes at KS4+) | Respond with curiosity to stimuli about different positive relationships we have in our lives.   | Identify some key features of positive friendships/relationships, and how they can make us feel.<br><br>Identify times when we might feel angry or sad because of someone's behaviour towards us.<br><br>Communicate who we can talk to when relationships are confusing us. | Identify the differences between positive/healthy and negative/unhealthy relationships<br><br>Recognise that some types of behaviour within relationships are against the law (e.g. hitting/ hurting someone, telling someone what to do all the time, not allowing someone to make choices).<br><br>*Identify what we can do if we are worried or concerned about an unhealthy/ abusive relationship.<br><br>Identify sources of support for us or someone we know who is experiencing abusive behaviour.<br><br>Demonstrate strategies to help us negotiate and assert our rights in a relationship. | <ul style="list-style-type: none"> <li>• Being safe in a relationship features card sort (positive/ negative; safe/ unsafe/ appropriate/ inappropriate, etc).</li> <li>• Role play responses to situations (positive/ negative; safe/ unsafe/ appropriate/ inappropriate, etc).</li> <li>• Teach/ Model keeping safe strategies and conversation frames.</li> <li>• How friendships make us feel noticing cards.</li> <li>• Where to find advice and help scavenger hunt around the school.</li> <li>• Key words reference card making.</li> <li>• CLaP communication games (Clear/ Loud and Powerful. Giving a voice to NO!</li> </ul> Links:<br><a href="#">Abuse in relationships: Disrespect NoBody (Home Office and Government Equalities Office)</a><br><br>UKS safe relationships:<br><a href="https://create.kahoot.it/share/uks-positive-relationships/864bb027-a46c-4a90-a158-a01c175281ef">https://create.kahoot.it/share/uks-positive-relationships/864bb027-a46c-4a90-a158-a01c175281ef</a><br><br><a href="#">Consent: PSHE Association lesson plans</a> | Pupils should know: <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources</li> </ul> | Pupils should know: <ul style="list-style-type: none"> <li>• the concepts of, and laws relating to, sexual consent, sexual exploitation, different forms of abuse (such as, sexual abuse, domestic abuse, physical abuse, neglectful abuse, emotional abuse) grooming, coercion, harassment, rape, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</li> <li>• how to recognise signs of abuse and unsafe behaviour in relationships. Also, recognising that abuse can come from peers (peer-on-peer) as well as other adults.</li> <li>• how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li> </ul> |
| <b>Topic Area</b>   | <b>Pre-Formal</b>  | <b>Semi-Formal</b>   | <b>Formal</b>  | <b>ACTIVITIES</b>  | <b>By the end of Primary (mainstream expectations)</b>   | <b>By the end of Secondary (mainstream expectations)</b>  |
| <b>3.3 Changing adolescent body</b><br><br>(links to <b>Good Health</b> Preparing for Adulthood outcomes at KS4+)   | Demonstrate an awareness of your body<br><br>Show an understanding that some parts of your body are private<br><br>Respond to stimuli about people who | Identify some key differences between children's and adults' bodies<br><br>Name body parts.<br><br>Show an understanding of 'private' in relation to your body   | Describe the physical and emotional changes that happen to human bodies during puberty, including menstruation<br><br>Use accurate language to name body parts.<br><br>Show an understanding of 'private' in relation to your body.  | <ul style="list-style-type: none"> <li>• Label body parts and discuss appropriate touch, privacy and consent</li> <li>• Narrated personal care, e.g. 'I am closing the curtain to make this space private, I am cleaning your vulva/penis in private' so topics such as public/private, accurate naming of body parts and safeguarding are all experienced in context.</li> </ul>  | Pupils should know: <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> <li>• how to identify, name, draw and label the basic parts of the human body and say which part of the</li> </ul>  | Pupils should know <ul style="list-style-type: none"> <li>• key facts about puberty, the changing adolescent body and menstrual wellbeing.</li> <li>• the main changes which take place in males and females, and the implications for emotional and physical health.</li> <li>• pupils are able to understand the physical and emotional changes, which take place at this time and</li> </ul>   |

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|   | are different from yourself   | Begin to understand about appropriate self-touch.<br><br>Show understanding that it is normal for their body to change in unexpected ways.  | Develop understanding of appropriate sexual behaviours (masturbation/ public/ private/ laws/ etc).   | <ul style="list-style-type: none"> <li>• “Ask the teacher box” for any questions that may come out the lesson that were not answered.</li> <li>• Introduce to Ask Sam Childline letter forum.<br/><a href="https://www.childline.org.uk/get-support/ask-sam/">https://www.childline.org.uk/get-support/ask-sam/</a></li> </ul>  | body is associated with each sense  | their impact on their wider health and wellbeing.  |
| <b>Topic Area</b>   | <b>Pre-Formal</b>   | <b>Semi-Formal</b>  | <b>Formal</b>  | <b>ACTIVITIES</b>   | <b>By the end of Primary (mainstream expectations)</b>  | <b>By the end of Secondary (mainstream expectations)</b>   |
| <b>3.4 Families and people who care for me</b><br><br>(links to <b>Friends, Relationships and Community Preparing</b> for Adulthood outcomes at KS4+) | Recognise that there is self and there are others.<br><br>Respond with anticipation to stimuli depicting people who are special to you.<br><br>Respond with curiosity to stimuli about your family. | Identify people who are special to you.<br><br>Recognise what ‘family’ means.<br><br>Identify the people who make up your family.<br><br>Name your family, friends, teachers, and carers. | Identify then describe different types of family.<br><br>Give some practical examples of the ways people care for you and help you with problems and difficulties.<br><br>Identify positive feelings you may have when you spend time with friends and family.<br><br>Explain the meanings of key concepts including marriage, adoption, and fostering.<br><br>Describe the roles of parents and carers. | <ul style="list-style-type: none"> <li>• Bring in family photos to describe / respond to</li> <li>• Draw/paint a portrait of your family</li> <li>• Create your family tree</li> <li>• Three islands activity (- The Island of Always, Sometimes, Never and Far Away: who lives on each island and why?)</li> <li>• Small world play</li> </ul> Social Stories / specific stories about different types of family | Pupils should know: <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives.</li> <li>• that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.</li> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul> | Pupils should know: <ul style="list-style-type: none"> <li>• that there are different types of committed, stable relationships.</li> <li>• how these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>• what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li> <li>• why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>• the characteristics and legal status of other types of long-term relationships.</li> <li>• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> <li>• how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others’ relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li> </ul> |

| Topic Area  | Pre-Formal  | Semi-Formal   | Formal   | • ACTIVITIES   | • By the end of Secondary (mainstream expectations)   |
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| <p><b>3.5 Intimate Relationships (KS3-4 mainly)</b></p> <p>This area <b>requires parental consultation</b> and includes the right to withdraw from sex education (marked with *) until 3 terms before their 16<sup>th</sup> birthday.</p> <p>It is the school's responsibility to interpret what is deemed solely 'sex education' and this should be explained to any parent that requests their child is withdrawn. Sex and relationship education (SRE) is compulsory from age 11 onwards. It involves teaching children about reproduction, sexuality and sexual health. It does not promote early sexual activity or any particular sexual orientation.</p> <p>There is no right to withdraw from Relationships Education or Health Education.</p> <p>(links to <b>Friends, Relationships and Community and Good Health</b> Preparing for Adulthood outcomes at KS4+)</p> | <p>Demonstrate body awareness.</p> <p>Explore tactile diagrams.</p> <p>Express a preference for a person or people.</p> | <p>Use language or PECS symbols to accurately name body parts.</p> <p>Identify public / private and appropriate / inappropriate spaces and behaviours.</p> <p>Recognise there is a difference between a friendship and a romantic relationship.</p> <p>Recognise features of healthy/unhealthy relationships.</p> <p>Ask permission and gain consent.</p> <p>Recognise what sexual contact is.</p> <p>Recognise what sexual intercourse is.</p> <p>Identify different types of relationship including same-sex intimate relationships*.</p> | <p>Recognise that a healthy intimate relationship is grounded on love, trust and respect.</p> <p>Explain the difference between 'like' and romantic feelings of 'love'.</p> <p>Describe the scientific process of reproduction.</p> <p>Describe some ways of preventing sexually transmitted infections (STIs).</p> <p>Explain the meaning of sexual consent and the law, including sharing sexual images.</p> <p>Know the age of consent (16).</p> <p>An understanding of sexuality and gender identity*.</p> <p>Describe how to maintain sexual health and access sexual health services*.</p> <p>Name and describe some forms of contraception*.</p> <p>Describe abortion and know what to do to avoid unwanted pregnancy*.</p> | <ul style="list-style-type: none"> <li>• Tactile diagrams or dolls for exploration</li> <li>• Labelling body parts and discussing appropriate touch and consent</li> <li>• Visit / video call with a school nurse</li> <li>• Social stories</li> <li>• What to do if...dilemmas for discussion</li> <li>• Practise asking permission / gaining consent in different contexts</li> <li>• Police/PCSO visit to discuss legal / illegal and the implications of illegal behaviour</li> <li>• <a href="#">NSPCC PANTS rule with film</a></li> <li>• <a href="https://sexwise.fpa.org.uk/">https://sexwise.fpa.org.uk/</a></li> <li>• <a href="#">Stonewall lesson plans (LGBTQ+)</a></li> <li>• <a href="#">Home - LGBTQIA+ Early Years (lgbtgearlyyears.org)</a></li> <li>• <a href="#">Public Health England resources</a></li> <li>• <a href="#">Mencap resources</a></li> <li>• <a href="#">Tea and Consent - YouTube</a></li> <li>• <a href="#">consent for kids - YouTube</a></li> </ul> <p>FE - <a href="#">LGBTQ-booklet-SCREEN-READER-18-05-20.pdf (changepeople.org)</a></p> | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</li> <li>• that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</li> <li>• the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• that they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• the facts about the full range of contraceptive choices, efficacy and options available.</li> <li>• the facts around pregnancy including miscarriage.</li> <li>• that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</li> <li>• how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</li> <li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul> |

Suggested programme for parental involvement (annual)

Step 1. Invite parents to a meeting to present the facts and legal requirements of RSE.

Step 2. Class teachers work with students to determine personalised coverage (what to teach when).

Step 3. Contact parents to explain what will be covered when and give option to opt out.

Step 4. Contact parents at the end of the year to discuss what worked / didn't work and what would support them next year.