



## Relationships Education and Sex Education Policy

This policy sets out how the school meets the statutory requirements of the Department for Education, Relationships Education.

As of September 2020, all primary schools in England are required to teach 'Relationships Education' due to the amendments introduced to the Children and Social Work Act 2017. Relationships Education is teaching children about healthy emotional, social and physical aspects of relationships, which will support them in staying safe and secure. For our pupils at Dalmain, this will include providing age appropriate sex education.

As a maintained primary school, we must provide Relationships Education to all pupils. Although it is not statutory to provide sex education, the DfE highly recommends that schools include it in their curriculum beyond the elements of sex education contained in the science curriculum.

In teaching Relationships Education and Sex Education (which will be referred to as RSE in this policy), we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

RSE is an important aspect of pupils' education and is concerned with informing children honestly and appropriately so that they make safe choices in life. RSE includes planned opportunities to help children to understand the emotional, physical and social aspects of growing up and relationships and support the development of their self-confidence.

This policy has been developed and written following discussions with school staff through professional development meetings; parents/carers through consultation; the local authority and the governing body at Dalmain.

The over-arching aim of RSE is to help children to develop the knowledge, skills, attitudes and values to become healthy, happy, safe, confident, respectful and responsible citizens – both now and in the future.

Our work in Relationships Education is set in the wider context of our school values and ethos:

- We promote pupils' self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community
- We promote a healthy, safe and caring environment for all pupils and staff
- We provide a broad and balanced inclusive curriculum for all our pupils, which values their diverse backgrounds and needs
- We promote relationships based on respect, kindness and honesty
- We prepare our pupils to engage confidently with the challenges of adult life
- We provide sufficient information and support to enable our pupils to make safe choices.



## **Relationships and Sex Education**

Relationships Education is about the emotional, social and cultural development of pupils, and involves learning about relationships, 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.

## **Objectives**

The main objectives of the RSE curriculum are:

- to help and support children in their physical, emotional, social, intellectual, and moral development
- to help children to learn to understand and respect themselves and others, and to move with confidence from childhood through adolescence and into adulthood
- to provide knowledge and understanding about all relationships (including healthy, loving relationships and the process of human reproduction at an age appropriate level)
- for children to acquire attitudes that prepare them to view their own relationships and physical changes in a healthy and responsible manner
- to provide information that respects all cultures and viewpoints
- to provide information that is accurate, honest and easy to understand at the children's level of development (including the law as it relates to topics such as consent, marriage and civil partnership, equality, child protection and safeguarding)
- To express thoughts, doubts and anxieties within a trusted and safe environment
- To build the skills needed to make responsible decisions and to take responsibility for themselves and their actions

RSE at Dalmain Primary School is compliant with the *Equality Act 2010* and supports the council's fulfilment of the *Public Sector Equality Duty*, which requires schools to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

## **Teaching and Learning**

RSE is taught with clear age appropriate learning objectives and is taught via a spiral curriculum: a curriculum which builds on previous knowledge and understanding. As with all purposeful teaching, a balanced range of methods is employed, but with the emphasis on active learning methods which involve the children's full participation. Approaches will vary in terms of the materials to be used and the objectives of the lessons, but will generally be pupil centred, interactive and involve discussion and group work.

Teaching can be in both single gender and mixed gender groups according to need. There will be sensitivity to individuals' special needs, ensuring that resources used will enable equal access for all.

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

These areas of learning are addressed within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with sensitive reflections that some children may have a different structure of support around them (looked after children or young carers, for example).

Sex education will focus on:

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

Biological aspects of RSE are taught within the science curriculum, and other aspects of RSE are included in other subjects such as computing and religious education.

For more information about our RSE curriculum, see Appendices 1, 2 and 3.

### **Assessment and Monitoring of RSE**

Teachers apply assessment for learning techniques during the delivery of lessons to ensure misconceptions are addressed. Strategies may include;

- Planning activities to gather information e.g. white boards
- Teacher standing back, observing and moving around the classroom
- Skilled questioning
- Use of mini plenary to assess pupils' understanding
- Peer / self-assessment: post-its, thumbs, verbal feedback
- Exit cards
- Use of plenary and mini-plenaries to assess pupils' understanding and application of skills
- Incisive verbal or written feedback and marking

The teaching of RSE is monitored and evaluated by the SLT (Senior Leadership Team) and the subject leader through learning walks, monitoring of planning, lesson observations and pupil voice.

### **Pupils with SEND**

All pupils, including those with SEND, have a right to effective RSE. The needs of all pupils are taken into account when teaching RSE. This may require adjustments to the curriculum or how it is accessed for some pupils, e.g. use of specific IT equipment, small group work, TA support or differentiated activities.

### **RSE and Faith Perspectives**

At Dalmain Primary School, pupils of all faiths and those of no faith are treated equally and respectfully. In line with the DfE statutory guidance, RSE is taught in a way that respects all views and which takes the backgrounds of the pupils into account. Primarily, RSE is dedicated to building pupils' empathy, self-worth, respect and values. Faith perspectives are included in the teaching and learning, where appropriate (e.g.



when discussing marriage and relationships). However, RSE is always taught within the context of the Equality Act 2010 and the school places RSE at the forefront of its Public Sector Equality Duty.

### **Sex education (outside the science curriculum) and the right to withdraw**

Both Relationships Education and Health Education are mandatory and children cannot be withdrawn from these lessons. However, parents can ask to withdraw their children from Sex Education lessons that are in addition to the statutory parts covered by the science curriculum.

The **statutory** National Curriculum for Science:

#### **Key Stage 1**

- Learn names of main body parts and senses
- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene

#### **Key Stage 2**

- Life-processes common to humans include nutrition, growth and reproduction
- The main stages of the human life cycle

Parents /carers wishing to use the right to withdraw are advised to talk with the class teacher and ask to borrow the DVDs that will be used in class. Parents who still would like to remove their child from Sex Education should put this in writing to the Head Teacher by emailing [admin@dalmain.lewisham.sch.uk](mailto:admin@dalmain.lewisham.sch.uk)

When children are withdrawn from non-statutory Sex Education lessons the school will ensure that the pupil is occupied meaningfully during that time, with suitable alternative learning provision.

### **RSE and Safeguarding**

Effective RSE is an important part of safeguarding children, as it equips them with the facts and skills to negotiate all forms of relationships and to recognise what is positive in a relationship and what is not.

Pupils are encouraged to discuss their concerns with an appropriate adult. The development of '*Ground Rules*' in RSE sessions is important for this reason. They help to ensure a safe and effective climate for learning and apply to both pupils and adults in the classroom. Pupils can use an 'Ask-it basket' if they wish to raise questions anonymously.

Due to the guidelines in the Child Protection Policy, teachers cannot offer or guarantee absolute confidentiality. Teachers should consult with the school's designated Child Protection Lead for advice on all Child Protection matters.



### **Use of Outside Visitors /Agencies to Support RSE**

RSE is taught by class teachers, who are best placed to teach the subject because of their professional expertise and standards, knowledge of the curriculum and existing relationship with pupils. However, learning may also be enhanced by the use of outside agencies and professionals. This may include support from, for example, the school nurse team.

Any use of outside visitors is in line with school policy and procedures as stated in our Use of Outside Visitors Policy

When any aspect of the RSE programme is being led by an outside agency, the class teacher will also stay in the room, to ensure that learning from the session can be followed up appropriately and to reassure pupils that the class ground rules are being honoured.

All outside agencies working in school to support the RSE programme will adhere to all relevant school policies.

### **Links to Other Policies**

This policy is informed by a range of school policies and DfES guidance documents:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance
- Keeping Children Safe in Education guidance
- Safeguarding & Child Protection policy
- E-Safety policy
- SEND policy
- Equality Statement Information and Objectives
- Accessibility Plan
- Behaviour policy
- Health and Safety policy statement
- Use of Outside Visitors policy
- Science curriculum overview

### **Policy Development and Consultation**

The school's RSE policy is developed by the PSHCE (Personal, Social, Health and Citizenship Education) lead with support from the Senior Leadership Team. The views of the pupils, school staff and parents/carers are taken into account in the following ways:

- Pupils can be consulted through the School Council, pupil needs assessment before and during units, or ongoing assessment at the end of each unit.
- Staff needs can be considered through a staff needs questionnaire, through the subject leader's monitoring process and through discussions at Professional Development Meetings.



- Parents/carers can be consulted through viewing materials before they are taught, consultation period of draft policy, giving feedback to teachers and the SLT.

### **Responsibilities of Staff and Governors**

The school governors are responsible for ensuring that an up-to-date policy is in place and for final approval of the policy. Overall responsibility for this policy is with the Named Governor Lead for PSHCE.

#### **The Governing Body is responsible for:**

- Authorising the RSE Policy (and any subsequent reviews of the Policy) and ensuring that the terms and ethos of this policy are followed.

#### **The PSHCE Lead is responsible for:**

- Writing and updating the Relationships Education and Sex Education Policy and Scheme of Work in light of initiatives and change, and monitoring the development of the subject throughout the school.
- Guiding and supporting teachers in this subject, to include refresher training for RSE.
- Co-ordinating external agency support for RSE.
- Monitoring the effectiveness of the planned and delivered curriculum for RSE.
- Co-ordinating classroom practices and guidelines across the curriculum and ensuring the development of subject skills.
- Auditing and monitoring resources throughout the school to ensure that there are sufficient age-appropriate and ability-appropriate resources for effective teaching and learning.

#### **The Head Teacher is responsible for:**

- Ensuring that the terms and ethos of this policy are followed.

#### **Other members of the staff team are responsible for:**

- Following the terms and ethos of this policy.



<b>Approval Committee:</b>	Quality of Education
<b>Responsible Governor:</b>	Catriona Scott
<b>Signed:</b>	
<b>Date approved:</b>	May 2023
<b>Next review date:</b>	May 2025
<b>Author:</b>	Sarah Rose
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<b>Version:</b>	001

<b>HISTORY</b>		
<b>Policy review date</b>	<b>Reason for review</b>	<b>Description</b>
May 2022	Annual review	No changes
May 2023	Annual review	No changes



**Appendix 1: By the end of primary school pupils should know**

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p>
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>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.</p> <p>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.</p>
Respectful relationships	<p>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.</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>The conventions of courtesy and manners.</p> <p>The importance of self-respect and how this links to their own happiness.</p> <p>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.</p>





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	<p>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.</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults.</p>
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>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.</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met.</p> <p>How information and data is shared and used online.</p>
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>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.</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>Where to get advice e.g. family, school and/or other sources.</p>



**Appendix 2: Scheme of Work**

<b>Mental Health &amp; Emotional wellbeing (including Zones of Regulation resources) – Autumn 1</b>					
Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
<p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about different types of feelings</li> <li>• about managing different feelings</li> <li>• about the characteristics of healthy friendships</li> </ul>	<p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about the importance of special people in their lives and friendships</li> <li>• about making friends and who can help with friendships</li> <li>• about solving problems that might arise with friendships</li> </ul>	<p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about celebrating achievements and setting personal goals</li> <li>• about dealing with put-downs</li> <li>• about positive ways to deal with set-backs</li> </ul>	<p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• to recognise when people are putting them under pressure</li> <li>• to identify ways of resisting peer pressure</li> <li>• to identify feelings of anxiety and fear</li> </ul>	<p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about a wide range of emotions and feelings and how these are experienced in the body</li> <li>• about times of change and how this can make people feel</li> <li>• about the feelings associated with loss, grief and bereavement</li> </ul>	<p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• what mental health is</li> <li>• about what can affect mental health and some ways of dealing with this</li> <li>• about some everyday ways to look after mental health</li> <li>• about the stigma and discrimination that can surround mental health</li> </ul>
<b>Exploring equality, diversity and inclusion (including Stonewall resources): – Autumn 2</b>					
Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
<p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about what makes themselves and others special</li> <li>• about roles and responsibilities at home and school</li> <li>• about being co-operative with others</li> <li>• to be able to talk about their family</li> <li>• how families are different/similar</li> </ul>	<p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• to be able to talk about their family</li> <li>• how families are different/similar</li> </ul>	<p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• Pupils learn about valuing the similarities and differences between themselves and others</li> <li>• Pupils learn about what is meant by community</li> <li>• Pupils learn about belonging to groups</li> <li>• What a family looks like</li> <li>• what a family means to them</li> </ul>	<p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about Britain as a democratic society</li> <li>• about how laws are made</li> <li>• about the local council</li> <li>• what a family looks like</li> <li>• what a family means to them</li> </ul>	<p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about stereotyping, including gender stereotyping</li> <li>• about prejudice and discrimination and how this can make people feel</li> <li>• what a healthy family relationship needs</li> </ul>	<p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about people who have moved to other places, (including the experience of refugees)</li> <li>• about human rights and the UN Convention on the Rights of the Child</li> <li>• about homelessness</li> <li>• what a healthy family relationship needs</li> </ul>



Keeping Safe and Managing Risks – Spring 1					
Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
<p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about safety in familiar situations</li> <li>• about personal safety</li> <li>• about people who help keep them safe outside the home</li> </ul>	<p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about keeping safe in the home, including fire safety</li> <li>• about keeping safe outside</li> <li>• about road safety</li> </ul>	<p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• to recognise bullying and how it can make people feel</li> <li>• about different types of bullying and how to respond to incidents of bullying</li> <li>• about what to do if they witness bullying as a bystander</li> </ul>	<p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• how to be safe in their computer gaming habits</li> <li>• about keeping safe near roads, rail, water, building sites and around fireworks</li> <li>• about what to do in an emergency and basic emergency first aid procedures</li> </ul>	<p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about keeping safe online</li> <li>• that violence within relationships is not acceptable</li> <li>• about problems that can occur when someone goes missing from home</li> </ul>	<p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about feelings of being out and about in the local area with increasing independence</li> <li>• about recognising and responding to peer pressure</li> <li>• about the consequences of anti-social behaviour (including gangs and gang related behaviour)</li> </ul> <p><b>FGM Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about the importance for girls to be protected against FGM</li> </ul>
Sex and Relationships Education – Spring 2					
Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
<p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>•that humans have bodies with similar parts</li> <li>•that all humans and animals grow and change as they get older</li> <li>•the names of the main parts of the body</li> </ul>	<p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>•that animals (including humans) produce young and these grow into children and new adults</li> <li>•that we grow and change, as do all living things</li> </ul>	<p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>•the basic biology of human reproduction (from conception to birth)</li> <li>•how our bodies change (not menstruation)</li> <li>•the correct terminology for parts of the body</li> </ul>	<p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>•about the physical and emotional changes that occur during puberty, including menstruation</li> <li>•to consider some of the changes over which we have no</li> </ul>	<p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>•to be able to describe the physical and emotional changes that take place as boys and girls go through puberty.</li> <li>•the correct names of the male and female reproductive organs</li> </ul>	<p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>•to consider how sex is presented in the media</li> <li>•to consider sexual stereotyping</li> <li>•that their changing emotions are a normal aspect of puberty</li> </ul>



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<ul style="list-style-type: none"><li>•to explore differences between male and females</li><li>•to reflect on differences between male and females, other than physical differences</li></ul>	<ul style="list-style-type: none"><li>•that some changes are social</li><li>•that we are all special</li><li>•that a baby develops inside its mother's womb and that male and female sex parts are needed to make a baby</li><li>•to reflect on their development from babies <u>to the present day</u></li></ul>	<ul style="list-style-type: none"><li>•that they can have different kinds of relationships with different people, including marriage and those between friends and family</li><li>•to know who they can talk to if they have any worries</li><li>•to consider the needs of a baby before and after birth</li></ul>	<p>control and the choices we can make concerning those <b><i>which we do not have control</i></b></p> <ul style="list-style-type: none"><li>•to understand that family and friends should care for one another</li><li>•to know that they can have different kinds of relationships with different people, including marriage and those between friends and family</li><li>•to recognise different risks in different situations and how to behave responsibly</li><li>•to know when to keep secrets and when to tell</li></ul>	<ul style="list-style-type: none"><li>•that adults have young and that these young grow into adults which in turn produce young</li><li>•that human young are dependent on adults for a relatively long time</li><li>•to appreciate the effect that a new baby has on that family.</li><li>•where individuals, groups and families can get support</li><li>•an understanding of sexual relationships as an expression of a couples' love and affection in a committed relationship</li><li>•that it takes approximately 9 months for the fertilized egg to develop into a baby</li></ul>	<ul style="list-style-type: none"><li>•to understand the importance of making decisions for themselves and not succumbing to unwanted pressure from others</li><li>•that it is possible to prevent fertilization</li><li>•that safe routines can stop the spread of viruses, including HIV/Aids</li></ul>
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Drug, Alcohol and Tobacco Education – Summer 1					
Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
<p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>•to identify people who can help to keep them safe and avoid unsafe situations</li> <li>•that rules are important for keeping safe and that different places have different sets of rules</li> <li>•that rules apply to medicines and how medicines can be harmful if not used properly</li> <li>•that some household substances can be harmful if not used properly</li> <li>•to identify and describe feelings associated with being unwell or injured</li> <li>•what to do when someone else is hurt</li> </ul>	<p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>•about the positive role of medicines and develop an understanding of how they can be harmful if not used properly</li> <li>•to identify different ways medicines are used and know the people who can give medicines safely</li> <li>•that other household products can be harmful if not properly used and learn ways to keep safe around them</li> <li>•to value their health and reflect on what it might be like to have a long term or serious illness</li> </ul>	<p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>•to develop their understanding of risk taking and dealing with making decisions</li> <li>• how things can get into/onto their body and how different substances can affect how the body works</li> <li>•that all medicines are drugs, but not all drugs are medicines</li> <li>•when it is safe to use medicines and when it is unsafe to use them</li> <li>•about the legalities of drug use (with an emphasis on alcohol)</li> </ul>	<p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>•to develop an understanding of risk taking and to understand that their decisions have consequences</li> <li>•about choices related to taking risks and having a healthy lifestyle (eg. what goes into their bodies)</li> <li>•ways to resist unhelpful pressures and influences</li> <li>•about tobacco and laws on smoking</li> <li>•about the effects on the human body of tobacco and how these relate to their personal health</li> <li>•to respect differences in others and acquire knowledge to</li> </ul>	<p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• what informs decision making</li> <li>•to build upon their existing knowledge and understanding of the effects and risks of using commonly available drugs (alcohol/tobacco/volatile substances)</li> <li>•that the term “drug” covers a range of legal and illegal substances</li> <li>•to be aware of when and how substances can be harmful</li> <li>•to consider the reasons why some people take drugs (and/or medicines)</li> <li>•to challenge their own and others’ stereotypes</li> <li>•where to go for help and support</li> </ul>	<p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>•to develop their knowledge of broad issues in relation to drugs</li> <li>•how to make informed choices</li> <li>•to work collaboratively to research basic information about the effects and risks of commonly available drugs (including medicines, volatile substances, tobacco, cannabis and other illegal substances)</li> <li>•why drugs are illegal or restricted</li> <li>•to understand different people’s reasons for smoking/drinking alcohol and differing attitudes to drug use (addressing/challenging stereotypes)</li> </ul>



			develop good relationships		<ul style="list-style-type: none"> <li>•to develop their ability to handle other people’s points of view and have the opportunity to develop their communication skills through formal debate</li> <li>•where to go for help and support</li> </ul>
<b>Physical Health and Fitness – Summer 2</b>					
Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
<b>Pupils learn:</b> <ul style="list-style-type: none"> <li>• about food that is associated with special times, in different cultures</li> <li>• about active playground games from around the world</li> <li>• about sun-safety</li> </ul>	<b>Pupils learn:</b> <ul style="list-style-type: none"> <li>• about eating well</li> <li>• about the importance of physical activity, sleep and rest</li> <li>• about people who help us to stay healthy and well and about basic health and hygiene routines</li> </ul>	<b>Pupils learn:</b> <ul style="list-style-type: none"> <li>• about making healthy choices about food and drinks</li> <li>• about how branding can affect what foods people choose to buy</li> <li>• about keeping active and some of the challenges of this</li> </ul>	<b>Pupils learn:</b> <ul style="list-style-type: none"> <li>• why people may eat or avoid certain foods (religious, moral, cultural or health reasons)</li> <li>• about other factors that contribute to people’s food choices (such as ethical farming, fair trade and seasonality)</li> <li>• about the importance of getting enough sleep</li> </ul>	<b>Pupils learn:</b> <ul style="list-style-type: none"> <li>• that messages given on food adverts can be misleading</li> <li>• about role models</li> <li>• about how the media can manipulate images and that these images may not reflect reality</li> </ul>	



**Appendix 3: RSE curriculum covered in other curriculum areas**

E-Safety	<p>Six themes are covered across the year.</p> <ul style="list-style-type: none"><li>• Privacy and security and Online reputation</li><li>• Online relationships and Online bullying</li><li>• Managing online information</li><li>• Copyright and ownership</li><li>• Self-image and identity</li><li>• Health, well-being and lifestyle</li></ul> <p>More details can be found at <a href="https://publishing.service.gov.uk">Education for a Connected World (publishing.service.gov.uk)</a></p>
RE	<p>Dalmain School follows the Lewisham Agreed Syllabus for Religious Education 2018.</p> <p>More details can be found at <a href="#">Lewisham Council - Religious education syllabus for schools in the borough</a></p>
Science	<p>Parts of the SRE curriculum are covered in the statutory National Curriculum for Science.</p> <p>More details can be found at <a href="https://www.gov.uk">National curriculum in England: science programmes of study - GOV.UK (www.gov.uk)</a></p>
Whole School events	<p>Various events are celebrated across the school year which support the RSE curriculum.</p> <ul style="list-style-type: none"><li>• LGBT Month</li><li>• Anti-Bullying Week</li><li>• European Day of Languages</li><li>• Inter-Faith Week</li><li>• Religious festivals</li><li>• Black History</li><li>• Disability Awareness days</li><li>• World Book Week</li><li>• Autism Awareness Week</li><li>• International Woman’s day</li><li>• Earth Day</li><li>• Walk to school week</li><li>• Sun Safety Awareness</li><li>• Healthy Eating Week</li></ul>



## Dalmain Primary School RSE policy

- |  |   |   |
|--|---|---|
|  | <ul style="list-style-type: none"><li>• World Mental Health Week</li><li>• UNICEF Children's Day</li><li>• Children's Mental Health Week</li><li>• Safer Internet Day</li></ul> | <ul style="list-style-type: none"><li>• World Refugee Day /Week</li><li>• World Environment Day</li><li>• Holocaust Day</li><li>• International Day of the Disabled</li></ul> |
|--|---|---|