

Newton-le-Willows Primary School & Nursery



Personal, Social, Health and Economic Education (PSHE) and Relationships and Sex Education (RSE) Policy

Status:	STATUTORY		
Responsible Person/People:	Mrs Chisnall, Mrs McCormack, Mr. Ibbotson School Staff		
Responsible Governor:	Mrs Charleston		
Approved by:	Mr. Bradley	Signature:	Date: Spring 2025
Last reviewed:	Spring 2025		
Next review due:	Spring 2026		

Philosophy

At Newton Primary, we believe that PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, to become informed, active, and responsible citizens.

Under the new guidance issued by the DfE, from September 2020, Relationship Education (RSE) at Primary School is compulsory. At Newton Primary, we believe that to be effective, RSE should always be taught within a broader PSHE education programme. RSE enhances and is enhanced by learning related topics, at an age-appropriate level, including anti-bullying; keeping safe on and offline; keeping physically and mentally healthy, learning about drugs, alcohol, and tobacco; and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making.

Aims

The aims of Personal, Social, Health and Economic Education (PSHE) and Relationships and Sex Education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Encourage pupils to value themselves and others
- Allow pupils to acknowledge and appreciate difference and diversity
- Teach pupils how to make informed choices
- Teach pupils to understand what constitutes a safe and healthy lifestyle
- Promote safety in forming and maintaining relationships
- Provide pupils with a toolkit for understanding and managing their emotions
- Provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others
- Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence, and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Statutory Regulation and Guidance

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance

Definitions

The DfE guidance states that “children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way”. Relationship Education is part of lifelong learning about the emotional, social, and physical aspects of growing up, relationships, sex, human sexuality, and sexual health

Relationship Education, within PSHE, aims to give children and young people essential skills for building positive, enjoyable, healthy, respectful, and non-exploitive relationships and the skills to stay safe both on and offline. It enables pupils to explore their own and other’s attitudes and values and builds their self-esteem and confidence to view their own sexuality positively and enables them to make well informed decisions in good conscience.

Relationship Education is not about the promotion of sexual activity.

Definition of terms:

RSHE: Relationships, Sex, and Health Education

Health Education: Physical Health and Mental Wellbeing, the link between the two, and being able to make healthy lifestyle choices.

Relationships Education: the physical, social, legal, and emotional aspects of human relationships including friendships, family life and relationships with other children and adults.

Sex Education: there is no agreed definition in the new DfE guidance.

RSE: Relationships, and Sex Education

PSHE: Personal, Social, Health and Economic (PSHE) Education. The RSE policy may link to, or be part of, a wider PSHE ed policy.

DSL: Designated Safeguarding Lead

DfE: Department for Education

Content and delivery

As stated above, we are required to cover the content for relationships education, and health education, as set out in the statutory guidance (linked to above). We are not required to provide Sex Education, but we have chosen to deliver age-appropriate Sex Education to our pupils, alongside Relationships Education, as we believe children and young people need to know how to be safe and healthy.

We also teach the elements of Sex Education contained in the Science Curriculum. In Year 5, pupils will be taught about puberty and menstruation. At Newton, these sessions are delivered by the teachers. **This will be compulsory for all children.** In Year 6, we offer a 'conception' lesson delivered by teachers. Parents/ Carers will be consulted as to the aspects covered within this lesson. **Parents/Carers will have the right to withdraw their child from this lesson.**

This policy has due regard to current legislation and guidance set out in Appendix 1. For more information on the statutory content see Appendix 5.

Policy Development

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

1. **Review** – the PSHE leader compiled all relevant information including relevant national and local guidance
2. **Parent consultation** – an overview of the new PSHE/RSE guidance and curriculum was sent out to parents for consultation.
3. **Pupil consultation** – pupils were asked their views on PSHE to inform the new curriculum.
4. **Ratification** – the policy was shared with and approved by the Full Governing Body.

Principles of Teaching and Learning

Relationship Education and Sex Education (RSE) is taught within the Personal, Social, Health, Economic (PSHE) Education curriculum. Some biological aspects of sex education are taught within the Science Curriculum.

At Newton Primary, we have developed our own PSHE scheme of work for Years 1-6, which is based on guidance from the PSHE Association. This provides a spiral curriculum, where subject areas are revisited in greater depth throughout the primary school years. The lessons are based around a theme which changes half-termly.

We believe that pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and respect for diversity and educate pupils about healthy relationships. We felt it was necessary to include learning opportunities about the wider world to help develop the child.

We believe that RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law.

Pupils will receive teaching on LGBT relationships, at an age-appropriate level, for example, through teaching about different types of family, including those with same sex parents.

PSHE Curriculum Planning

In the creation of Newton's PSHE Curriculum, the needs of our pupils, the aims and ethos of the school, the local community and local environment in which the school is situated were considered. Using information from the School's Census, Local data (from Public Health England's Child and Maternal Health (CHIMAT) data sets and the Local Authority's Joint Strategic Needs Assessment (JSNA)), together with our knowledge of our pupils' needs, allowed us to clarify our curriculum 'intent', and to ensure a curriculum was designed tailored to our pupils' needs and our school's circumstances. Although our Newton curriculum organises content under different headings from those used in the content grids of the Department for Education's statutory guidance on RSE and Health education, it covers all the statutory requirements.

PSHE has allocated time within the school timetable for each year group. Sessions are taught regularly, however, subject content filters into many areas of the curriculum. It is embedded in our pupil's daily routines, through assemblies, through interactions with peers and staff, via our School Values, and through whole school events, such as Aspiration Week, Head Boy and Head Girl, Junior Road Safety Officers (JRSOs), allow our curriculum to be explored further and are essential in developing pupils holistically.

Delivery of RSE

RSE will be taught as part of our PSHE Curriculum (see our Long-Term Plan in Appendix 2). Our curriculum will be facilitated using lesson ideas and resources from the PSHE Association Programme of Study. Biological aspects of RSE are taught within the Science curriculum, and other aspects are included in Religious Education (RE).

All teachers, across every year group, will cover RSE through the core theme of Relationships. An overview of the learning that will take place in each year group is detailed in Appendix 2, including the units in which RSE will occur.

As in all areas of the curriculum, teachers will use a variety of teaching and learning methods and approaches including discussion, project learning, video clips, circle time, group work, drama, and role play to teach RSE. We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by choosing appropriate teaching and learning methods, as detailed above, to suit their needs.

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships (available at <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>), including:

- Families and People who Care for Me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

At Newton Primary, these are taught within the core strands of Relationships, Living in the Wider World and Health and Wellbeing. These three strands comprise of the following units: Being Me, Aspirations and Money Sense, Respecting Ourselves and Others, Physical Health and Wellbeing, Keeping Safe, Positive Relationships, Belonging to a Community, Growing and Hanging, and Media and Digital Resilience (see Appendix 2).

Sex Education focuses on teaching the fundamental building blocks and characteristics of physical and emotional changes including:

- The physical changes our body undergoes
- How a baby is conceived and born

For more information about our RSE curriculum, see Appendix 2 and Appendix 7.

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

As a school, we promote equality of opportunity, and we uniformly apply values of inclusion and respect to all pupils and their families. All staff are proactive in promoting positive relationships and receive regular training. We value the diversity in our pupil's cultural and religious backgrounds. RSE contributes to our pupil's education around inclusion and respect, consequently we are aware of the need to be respectful of our pupil's cultural or religious beliefs and sensitive in delivering certain topics. Newton-le-Willows Primary school aims to create a learning environment that is accessible to all our students. To ensure this, we will make sure that the content is relevant to the age, experience, maturity, and individual needs of our pupils. For more information see Appendix 6.

Delivery of Health Education

Physical Health and Mental Wellbeing will be taught as part of our PSHE Curriculum (see our Long-Term Plan in Appendix 2). Our curriculum will be facilitated using lesson ideas and resources from the PSHE Association Programme of Study. Biological aspects of Health Education are taught within the science curriculum.

All teachers, across every year group, will cover Physical Health and Mental Wellbeing through the core theme of Health and Wellbeing. An overview of the learning that will take place in each year group is detailed in Appendix 2.

As in all areas of the curriculum, teachers will use a variety of teaching and learning methods and approaches including discussion, project learning, video clips, circle time, group work, drama and role play to teach Health Education. We ensure Health Education is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by choosing appropriate teaching and learning methods, as detailed above, to suit their needs.

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise. Health Education focuses on teaching the fundamental building blocks and characteristics of a healthy lifestyle, including:

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Facts and Risks Associated with Drugs, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- Changing Adolescent Body

For more information about our Health Education curriculum, see Appendix 2.

Pupils with SEND

As far as is appropriate, pupils with Special Educational Needs should follow the same PSHE and RSE programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants work with individual pupils where required, and if appropriate. All staff will be actively involved in offering consistent messages around RSE from teachers to lunchtime supervisor. These aspects of personal and social development areas are important to all pupils.

The pace and detail of topics may be different, and pupils may need lots of support to generalise their learning outside of RSE lessons and support to personalise the learning to their own relationships, behaviours, and maturation. It may be appropriate to revisit topics more frequently with our pupils with SEND to support 'overlearning' (i.e., practising and embedding the new skills, so the learner retains the learning beyond the initial success and develops mastery) for new and abstract topics.

We acknowledge the greater vulnerability to bullying, exploitation and other issues for pupils with SEND and they will have greater need to be informed and supported in RSE. For pupils with more significant needs, their RSE needs may helpfully be assessed as part of an Education Health Care Plan (EHCP) needs assessment, with provision to meet those needs set out in their EHC plan.

For pupils with Autistic Spectrum Disorders or Conditions sometimes their academic capabilities mask their social and emotional needs. Although they may understand the concrete information, work about relationships, consent and understanding risk and coercion this can be very challenging for some young people on the spectrum. Individual sessions or small group provision in addition to mainstream classes will be beneficial to address this. There is likely to be a higher incidence of 'social masking' and this will be taken into consideration when evaluating the effectiveness of our teaching and whether our pupils have understood the nuances of social and appropriate intimate relationships.

For pupils with Physical Disabilities, their disability may impact on every aspect of an individual's life including how they socialise, develop relationships, and have sex. Pupils with physical disability may have to find different ways to communicate, take part in learning and everyday activities: including making friends and socialising with others. They may have anxiety about a different body shape or image, worry about how their body works and what others may think. They may not have the opportunity to talk about these things with others with similar needs. Sometimes we may need to ask the family to seek medical advice to share as appropriate with the school to aid the planning and delivery of RSE with the consent of the young person.

Our parents and carers of pupils with SEND may face challenging issues at home that are relevant to RSE. Parents may appreciate information about what school are providing in RSE and may value opportunities for further discussion. SEND pupils may receive further support through a 'Life Skills' curriculum.

All our teaching approaches will take account of the pupil's individual needs and be differentiated accordingly. These are detailed in the pupil's IEP or EHCP.

Roles and Responsibilities

The Governing Board

The Governing Body will approve the Personal, Social, Health, Economic Education and Relationship Education policy, and hold the headteacher to account for its implementation.

The Headteacher

The PSHE Leader is responsible for ensuring RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of Sex Education.

SENCO

Are primarily responsible for advising teachers on how best to identify and support pupils' need (including the use of teaching assistants/support staff)

Staff

Staff are responsible for:

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

Staff **do not** have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher, PSHE Leader or a member of the Senior Leadership Team.

All Staff

All staff have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral, and spiritual well-being of their pupils.

Pupils

Pupils are expected to engage fully in PSHE and RSE, when discussing issues related to RSE. Pupils are encouraged to treat others with respect and sensitivity. At Newton, we offer a broad and balanced PSHE and Relationship Education curriculum which is tailored to the needs of our pupils.

Safeguarding: Safe and Effective Practice

At Newton Primary School, we recognise that there are a range of opinions, beliefs, and perspectives regarding Relationships and Sex Education (RSE). Our role in school is not to influence or judge individual belief, but rather to teach the RSE curriculum “in a factual way so that pupils are clear on their rights and responsibilities as citizens”.

We also recognise that Relationships and Sex Education is about the understanding of physical development and puberty, appropriate and inappropriate sexual behaviour, and the protection and empowerment of children and young people.

RSE integrates safeguarding into the learning objective of the lesson, and we aim to provide our children with the knowledge to ensure that they are not exploited or mistreated and that children have a clear understanding around consent and keeping themselves safe.

Relationships and Sex Education is fundamental in keeping our children and young people safe. It plays a vital part in preventative education. It is our responsibility to ensure that pupils are informed about the full range of perspectives, risks, and rights, so they can make informed decisions that will help to keep them safe.

Equality and Inclusion

We will ensure all resources and images used are inclusive of all pupils e.g., including those in wheelchairs or wearing hearing aids. This is part of our general inclusive approach to RSE (and in other subjects and within the whole school) and images will represent SEND, LGBT+, a range of ethnicities, and all the protected characteristics. Our choice of images and characterisation will reinforce the message that human sexuality is a positive thing and that no-one is excluded from that.

Materials will be available in appropriate learning media including tactile diagrams and physical materials when required.

Our teaching of RSE will take account of all our pupil's needs, culture, development, and views. We are aware of language used in RSE and will ensure that it is inclusive.

Parents' right to withdraw

The school is aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust, and co-operation. In promoting this objective, we:

- Make available online, via the school's website, this RSE policy.
- Answer any questions that parents may have about the RSE of their child.
- Take seriously any issue that parents raise with teachers or Governors about this policy or the arrangements for RSE in the school.
- Inform parents about the best practice known about RSE, so that the teaching in school supports the key messages that parents, and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents should be aware that schools are legally required to provide a broad and balanced curriculum. Parents have the right to request that their child be withdrawn from Sex Education, except those topics that are a part of the Science Curriculum (Appendix 3). **There is no right to withdraw** your child from Relationships Education as we believe the contents of these subjects such as family, friendship, safety (including online safety) – are important for all children to be taught. Sex Education topics can arise incidentally and overlap with Relationships Education lessons, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

Requests for withdrawal should be put in writing, making clear which aspects of the programme they do not wish their child to participate. This should be addressed to the Headteacher (See Appendix 4). A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from these lessons.

Confidentiality

Due to the nature of RSE, pupils' learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality. It is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential. It is also very important for external contributors, including school nurses, to be clear about these rules established by school regarding confidentiality.

Training

Staff are supported in the delivery of RSE by the PSHE Leader. Lesson Plans and support materials are available to staff through an online folder with guidance given by the PSHE Association. The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals (where appropriate), to provide support and training to staff teaching RSE.

Monitoring Arrangements

The school is committed to delivering effective RSE for its pupils and recognises the value and importance of monitoring and evaluating the provision of RSE and the way in which all individuals are supported.

The school has established an on-going process of monitoring. Monitoring is undertaken by the PSHE Leader (Miss Clayton) in conjunction with the Senior Leadership Team and the Pastoral and Safeguarding Leader (Mrs. Branch) through book scrutiny, lesson observations and drop ins, learning walks and teacher, pupil, parent, or carer feedback.

In addition, the PSHE Long Term Plan and Medium-Term Overview will be evaluated biannually. The PSHE leader reports findings to the Senior Leadership Team and staff on a regular basis to inform future planning.

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

This policy will be reviewed by the PSHE Leader annually. At every review, the policy will be approved by the Governing Board.

Conclusion

Through our policy at Newton Primary School, we hope that all our pupils and staff will develop a positive approach to PSHE and RSE and fulfil all legal requirements. Our PSHE and RSE policy stands alongside our Online Safety Policy, Safeguarding and Child Protection Policy and Science Policies.

Where necessary, these policies may need referring to.

Appendix 1: Legislation and guidance taken into consideration during the creation of this policy

- Section 80A of the Education Act 2002: as part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental, and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities, and experiences of later life.
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010 and the Public Sector Equality Duty.
- Mental health and behaviour in school (DfE, 2018)
- Science programmes of study: key stages 1 and 2 (DfE, 2013)
- Science programmes of study: key stage 3 (DfE, 2013)
- Keeping children safe in education – for schools and colleges (DfE, 2019)
- Promoting fundamental British values through SMSC (DfE, 2014)

Appendix 2: Long Term Plan

PSHE Long Term Plan (including Relationships and Sex Education)

	Autumn- Relationships			Spring- Living in the Wider World			Summer- Health and Well-Being		
	Families & Friendships	Safe Relationships	Respecting ourselves and others	Belonging to a community	Media and digital resilience	Money and Work	Physical Health and Mental Wellbeing	Growing and Changing	Keeping Safe
N	Children will be introduced to the regulation station in class. They will be encouraged to talk about their feelings.	Become more outgoing with unfamiliar people their setting. Develop appropriate ways of being assertive. Talk with others to solve conflicts.	Extending and elaborating play ideas. Help to find solutions to conflicts. Begin to understand how others might be feeling. Show confidence in new social situations.	Develop their sense of responsibility and membership of a community.	Look at IT platforms they use at home and school and begin to understand the importance of keeping safe online.	Select and use activities and resources to help them to achieve a goal they have chosen, or one which is suggested to them.	Be increasingly independent as they get dressed and meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands. Make healthy choices.	Explore growth in plants. Understand key features of the life cycle of a plant and animal. Begin to understand the need to respect and care for the environment and living things.	Follow rules, understanding why they are important- sometimes independently.
R	The children will be introduced to self-regulation. They will understand the importance of listening and following instructions. Use talk to help work out problems and organise thinking and activities.	Play co-operatively. Express their feelings and consider the feelings of others. Show resilience and perseverance.	Building relationships. Work and play co-operatively. Form positive attachments to adults and peers. Show sensitivity to their own and other's needs. Identify their own feelings.	Show an understanding of their feelings and those of others. Begin to regulate their behaviour accordingly. Talk about members of their immediate family and community.	Importance of staying safe online.	Work towards simple goals. Work on self-regulation with a focus on patience. Take turns and share. See themselves as a valuable individual.	Manage their own basic hygiene and personal needs, including dressing, toileting, washing hands and the importance of healthy food choices. Know and talk about the different factors that support their overall health and wellbeing.	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.	Understand the need for rules and know right from wrong. Behave accordingly. Know and talk about the different factors that support their overall health and wellbeing.
Y1	Roles of different people; different types of families and feeling cared for.	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful and attitudes towards learning.	What rules are; caring for others' needs; looking after the environment and living things.	Using the internet and digital devices; communicating safely online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise; hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us, keeping safe online and who to tell if online content makes us feel worried.
Y2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour and bullying.	Recognising things in common and differences; playing and working co-operatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information, factual and entertainment.	What money is; needs and wants; looking after money	Why sleep is important; medicines and vaccines, keeping healthy; keeping teeth healthy; managing feelings and asking for help with them.	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Y3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour including online.	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedom and responsibilities	How the internet is used, assessing authenticity of information online and knowing who to report concerns to.	Different jobs and skills; job stereotypes; setting personal goals. How interests might link into careers.	Health choices and habits linked to diet; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Y4	Positive friendships, including online. Risks of communication with unknown people, reporting concerns.	Responding to hurtful behaviour; managing confidentiality; recognising risks online.	Respecting differences and similarities; discussing difference sensitively. Recognising similarities, they have with others.	What makes a community; shared responsibilities and showing compassion and support for others.	How data is shared and used	Making decisions about money; using and keeping money safe and implications of spending money.	Maintaining a balanced lifestyle physically and mentally; oral hygiene and dental care.	Personal identity; recognising individuality and different qualities; mental wellbeing	Medicines and household products; drugs common to everyday life and risks and effects of these drugs, how to seek support.
Y5	Managing friendships and peer influence. Negative friendships, how to seek support.	Physical contact and feeling safe. How to respond to unwanted contact and how to challenge it.	Responding respectfully to a wide range of people; recognising prejudice and discrimination and how to challenge it.	Protecting the environment; compassion towards others. How we spend money can impact the environment.	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations what influences career choices, workplace stereotypes	Healthy sleep habits; sun safety; medicines, allergies, vaccinations, immunisations, and the importance of hygiene.	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Y6	Attraction to others; romantic relationships; civil partnership and marriage and gender identity.	Recognising and managing pressure; consent in different situations and how to give and seek consent.	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes.	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks, impact on emotions and health.	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online.	Human reproduction and birth; changing during puberty, how reproductive organs work, increasing independence; managing transition.	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media.

Appendix 3: Sex Education in the Science Curriculum

All pupils must be taught the aspects of sex education outlined in the science curriculum; this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

Science Curriculum Objectives (Children cannot be withdrawn from these lessons)

Key Stage 1

1. that animals including humans, move, feed, grow, use their senses, and reproduce
2. to recognise and compare the main external parts of the bodies of humans
3. that humans and animals can produce offspring, and these grow into adults
4. to recognise similarities and differences between themselves and others and treat others with sensitivity

Key Stage 2

1. that the life processes common to humans and other animals include nutrition, growth, and reproduction
2. about the main stages of the human life cycle

For further detail see the Science LTP below.

Newton Primary School is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum. At our school, we do teach pupils sex education beyond what is required of the science curriculum.

Parents are fully consulted in the organisation and delivery of our sex education curriculum and are given the opportunity to advise on what should be taught through sex education. The age and development of pupils is always considered when delivering sex education.









Newton-le Willows Primary School

Nurture the Potential to Succeed
Science Long Term Plan



Key
Scientific
concepts/
disciplinary
knowledge

Every unit in Science should include at least two of the following:-

• comparative and fair testing	
• research	
• observation over time	
• Pattern seeking	
• Identifying, grouping and classifying	
• Ask and answer questions	

	Autumn	Spring	Summer
EYFS Nursery	<p>Autumn 1 - Seasons Talk about the differences between seasons and changes they notice.</p> <p>Autumn 2 -Healthy Choices Make healthy choices about food, drink, activity and toothbrushing.</p>	<p>Spring 1 - Materials Explore collections of materials with similar and/or different properties. Explore how things work. Explore and talk about different forces they can feel. Use all their senses in hands-on exploration of natural materials. Understand 'why' questions and talk about what they see, using a wide vocabulary.</p> <p>Spring 2 - growth Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Talk about the differences between animals and changes they notice. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Talk about what they see, using a wide vocabulary.</p>	<p>Summer 1- Care of Nature Begin to understand the need to respect and care for the natural environment and all living things. Understand 'why' questions and talk about what they see, using a wide vocabulary.</p> <p>Summer 2- Seasons and healthy choices Talk about the differences between seasons and changes they notice. Make healthy choices about food, drink, activity and toothbrushing.</p>
Concepts	Investigate, observe, identify, group, problem solve	Investigate, observe, identify, group, problem solve	Investigate, observe, identify, group, problem solve
EYFS Reception	<p>Autumn 1 All About Me/Seasons Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of the changing seasons on the natural world around them. Manage their own basic hygiene and personal needs, including dressing, going to the toilet.</p> <p>Autumn 2 Recognise some environments are different to the one in which they live. Begin to make comments about what they have heard and ask questions to clarify their understanding. Compare materials showing an understanding of 'why' questions.</p>	<p>Spring 1 Healthy choices Explore the natural world around them. Begin to understand the importance of healthy food choices.</p> <p>Spring 2 – Growth & Changes Explore the natural world around them, making observations and drawing pictures of animals and plants. Describe what they see, hear and feel whilst outside. Describe what they see, hear and feel whilst outside. Understand the effect of the changing seasons on the natural world around them. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Contrasting Environments (Summer 1&2) Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Make comments about what they have heard and ask questions to clarify their understanding.</p>
Concepts	Investigate, observe, identify, group, problem solve	Investigate, observe, identify, group, problem solve	Investigate, observe, identify, group, problem solve

	Autumn	Spring	Summer
Year 1	<p>Animals Inc. Humans (Autumn 1&2) Identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets). Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>Everyday materials (Spring 1) Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Observing closely, using simple equipment. Identifying and classifying. Performing simple tests. Asking simple questions and recognising that they can be answered in different ways. Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions.</p> <p>Seasonal Changes (Spring 2) Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. Observing closely, using simple equipment. Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions. Asking simple questions and recognising that they can be answered in different ways.</p>	<p>Plants (Summer 1&2) Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. Observing closely, using simple equipment. Identifying and classifying.</p>
	Autumn	Spring	Summer
Year 2	<p>Animals Inc. Humans (Autumn 1) Explore and compare the differences between things that are living, dead, and things that have never been alive. Notice that animals, including humans, have offspring which grow into adults. Identifying and classifying. Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions. Observing closely, using simple equipment.</p> <p>Living Things and their Habitats (Autumn 2) Explore and compare the differences between things that are living, dead, and things that have never been alive. Notice that animals, including humans, have offspring which grow into adults. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including micro-habitats. Identifying and classifying. Gathering and recording data to help in answering questions. Observing closely, using simple equipment. Asking simple questions and recognising that they can be answered in different ways.</p>	<p>Living Things and their Habitats (Spring 1) Explore and compare the differences between things that are living, dead, and things that have never been alive. Notice that animals, including humans, have offspring which grow into adults. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including micro-habitats. Identifying and classifying. Gathering and recording data to help in answering questions. Observing closely, using simple equipment. Asking simple questions and recognising that they can be answered in different ways.</p>	<p>Plants (Summer 1) Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Observing closely, using simple equipment. Asking simple questions and recognising that they can be answered in different ways. Performing simple tests. Using their observations and ideas to suggest answers to questions.</p> <p>Uses of everyday materials (Summer 2) Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Identifying and classifying. Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. Performing simple tests. Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions.</p>

	Autumn	Spring	Summer
Year 3	<p>Animals Inc. Humans (Autumn 1)</p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</p> <p>Asking relevant questions and using different types of scientific enquiries to answer them.</p> <p>Setting up simple practical enquiries, comparative and fair tests.</p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>Using straightforward scientific evidence to answer questions or to support their findings.</p> <p>Rocks and soils (Autumn 2)</p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Recognise that soils are made from rocks and organic matter.</p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p>Setting up simple practical enquiries, comparative and fair test.</p>	<p>Magnets and forces (Spring 1)</p> <p>Compare how things move on different surfaces.</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>Describe magnets as having two poles.</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</p> <p>Setting up simple practical enquiries, comparative and fair tests.</p> <p>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>Using straightforward scientific evidence to answer questions or to support their findings.</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Asking relevant questions and using different types of scientific enquiries to answer them.</p> <p>Plants (Spring 2)</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>Investigate the way in which water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Asking relevant questions and using different types of scientific enquiries to answer them.</p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</p> <p>Using straightforward scientific evidence to answer questions or to support their findings.</p>	<p>Light and shadows (Summer 1)</p> <p>Recognise that they need light in order to see things and that dark is the absence of light.</p> <p>Notice that light is reflected from surfaces.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object.</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Find patterns in the way that the size of shadows changes.</p> <p>Setting up simple practical enquiries, comparative and fair tests.</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p>

	Autumn	Spring	Summer
Year 4	<p>Animals Inc. Humans (Autumn 1)</p> <p>Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Identify the different types of teeth in humans and their simple functions.</p> <p>Asking relevant questions and using different types of scientific enquiries to answer them.</p> <p>Setting up simple practical enquiries, comparative and fair tests.</p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>.Electricity (Autumn 2)</p> <p>Identify common appliances that run on electricity.</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>Using straightforward scientific evidence to answer questions or to support their findings.</p> <p>Asking relevant questions and using different types of scientific enquiries to answer them.</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes.</p>	<p>Sound (Spring 1)</p> <p>Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</p> <p>Setting up simple practical enquiries, comparative and fair tests.</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes.</p> <p>States of matter (Spring 2)</p> <p>Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Setting up simple practical enquiries, comparative and fair tests.</p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p>	<p>Living things and their habitats (Summer)</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Asking relevant questions and using different types of scientific enquiries to answer them.</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</p> <p>Setting up simple practical enquiries, comparative and fair tests.</p> <p>Using straightforward scientific evidence to answer questions or to support their findings.</p>

	Autumn	Spring	Summer
Year 5	Earth and space (Autumn 2) Describe the Sun, Earth and Moon as approximately spherical bodies. Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. Describe the movement of the Moon relative to the Earth. Identifying scientific evidence that has been used to support or refute ideas or arguments. Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Using test results to make predictions to set up further comparative and fair tests.	Materials (Spring 1) Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. Identifying scientific evidence that has been used to support or refute ideas or arguments. Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Using test results to make predictions to set up further comparative and fair tests. Forces (Spring 2) Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. Identifying scientific evidence that has been used to support or refute ideas or arguments. Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Using test results to make predictions to set up further comparative and fair tests. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graph.	Living things and their habitats (Summer 1) Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Using test results to make predictions to set up further comparative and fair tests. Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Identifying scientific evidence that has been used to support or refute ideas or arguments. Animals inc. Humans (Summer 2) Describe the changes as humans develop to old age. When babies are young, they grow rapidly. They are very dependent on their parents. As they develop, they learn many skills. At puberty, a child's body changes and develops primary and secondary sexual characteristics. This enables the adult to reproduce. This needs to be taught alongside PSHE. The new statutory requirements for relationships and health education can be found below: statutory guidance on Physical health and mental wellbeing (primary and secondary). Physical health and mental wellbeing (Primary and secondary) - GOV.UK (www.gov.uk)

	Autumn	Spring	Summer
Year 6	<p>Animals inc. humans (Autumn 1)</p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Using test results to make predictions to set up further comparative and fair tests.</p>	<p>Evolution and inheritance (Spring 1&2)</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p>	<p>Light (Summer 1)</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p> <p>Recognise that light appears to travel in straight lines.</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p>
	<p>Living things and their habitats (Autumn 2)</p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p>		<p>Electricity (Summer 2)</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p> <p>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Using test results to make predictions to set up further comparative and fair tests.</p> <p>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentation.</p> <p>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p>

Appendix 4: Parent form: Withdrawal from Sex Education within RSE

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

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	

Appendix 5: The statutory content: Relationships Education and Health Education (DfE).

At Newton Primary School, we must provide Relationships Education to all pupils as per:

- Section 34 of the Children and Social work act 2017.
- The statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996 Appendix A
- The statutory guidance from the Department for Education Equality Act 2010.
- Department for Education - Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance 2020

The table below outlines the statutory RSE knowledge pupils are expected to have obtained by the time they leave Newton-le-Willows Primary School, according to the Department for Education.

The content set out in this guidance 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. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils”.

“It is important that the transition phase before moving to secondary school supports pupils’ ongoing emotional and physical development effectively. - It should 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”.

Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none">• that families are important for children growing up because they can give love, security, and stability.• 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.• 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.• 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.• that marriage represents a formal and legally recognized commitment of two people to each other which is intended to be lifelong.• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	<p>Pupils should know</p> <ul style="list-style-type: none">• how important friendships are in making us feel happy and secure, and how people choose and make friends.• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.• 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.• how to recognise who to trust and who not to trust, how to judge when a

	<p>friendship is making them feel unhappy or uncomfortable,</p> <ul style="list-style-type: none"> managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. practical steps they can take in a range of different contexts to improve or support respectful relationships. the conventions of courtesy and manners. the importance of self-respect and how this links to their own happiness. 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. 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. what a stereotype is, and how stereotypes can be unfair, negative or destructive. the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> that people sometimes behave differently online, including by pretending to be someone they are not. 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. the rules and principles for keeping safe online, how to recognize risks, harmful content and contact, and how to report them. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. how information and data is shared and used online.
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 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. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. how to recognise and report feelings of being unsafe or feeling bad about any adult. how to ask for advice or help for themselves or others, and to keep trying until they are heard. how to report concerns or abuse, and the vocabulary and confidence needed to do so. where to get advice e.g., family, school and/or other sources

Appendix 6: NSPCC Healthy sexual development of children and young people

Stages of healthy sexual behaviour

All children go through phases of sexual development. Just like every other part of growing up, some children mature sooner or later than others. For example, some children may have developmental delays whilst others may reach puberty early.

Below are some examples of age-appropriate healthy sexual behaviour.

From 0- to 4-years-old

At this stage, you might notice sexual behaviour emerging for the first time through actions like:

- enjoying being naked
- kissing and hugging people they know well, for example friends and family members
- touching or rubbing their own private parts as a comforting habit
- showing curiosity about or attempting to touch the private parts of other people
- being curious about the differences between boys and girls
- talking about private body parts and their functions, using words like 'willy', 'bum', 'poo' and 'wee'
- role playing about different relationships, for example marriage.

5- to 9-years-old

As children get a little older, they become more conscious of sex and their own sexuality. This can be displayed by:

- becoming more aware of the need for privacy
- asking questions about sex and relationships, such as what sex is, where babies come from and same-sex relationships
- kissing, hugging and holding hands with a boyfriend or girlfriend
- using swear words or slang to talk about sex after hearing other people use them.

9- to 13-years-old

During these ages, children begin to get more curious about sex. Examples of healthy sexual behaviour during this stage are:

- having a boyfriend or girlfriend (of the same or different gender)
- using sexual language as swear words or slang
- wanting more privacy
- looking for information about sex online (this might lead to accidentally finding sexual pictures or videos)
- masturbating in private.

Appendix 7 Safeguarding: Safe and Effective Practice

Consent, Choice and Personal Responsibility

Relationships and Sex Education focuses on individual rights and responsibilities for all people, including children and young people, within a relationship. It is important that we objectively teach our pupils legal and moral standpoints so they can make educated decisions that will hopefully lead them on to have successful, safe, and happy adult relationships. Topics in this area can include, but are not limited to:

- How to live their own lives
- Respecting the rights of others and allowing them to make their own decisions
- Holding your own beliefs and respecting the beliefs of others.

Pupils need basic knowledge about the privacy of their bodies and genitalia to support safeguarding.

Healthy Relationships

Relationships are a significant part of our lives; healthy relationships make us feel happy, protect us from different risks and vulnerabilities, and help support us throughout our lives. Here at Newton-le-Willows Primary School, we believe it is important that pupils are aware that there are different types of committed, stable relationships and that these relationships might contribute to their happiness throughout their lives.

As relationships can look different from person to person and family to family, we believe it is our job to teach children about the different kinds of relationships and most importantly, why healthy relationships are important. This includes:

- Understanding that committed, stable relationships are important for bringing up children, even if parents choose not to be together.
- The roles and responsibilities of parents when raising children, including the characteristics of successful parenting.
- What marriage is including the legal status and why marriage is an important relationship choice for many couples.
- The characteristics and legal status of other long-term relationships.
- The characteristics of positive and healthy friendships (in all contexts, including online).

Unhealthy Relationships

Within our lives, relationships play a key role in keeping us safe and providing a good level of social and emotional wellbeing. Unfortunately, however, some individuals can experience unhealthy relationships, through no fault of their own. This can include relationships within (intra-familial) and outside of (extra-familial) the family home.

It is important that we teach our children and young people how to determine whether a relationship is trustworthy and whether a family, friend or other relationship is unsafe. It is also vital that our pupils know how to seek help and advice if they have concerns or worries around an unhealthy relationship.

Unhealthy relationships can include a wide range of dynamics, including:

- Being neglected
- Emotional abuse
- Physical abuse and violence
- Bullying
- Domestic abuse including coercive control
- Exploitation
- Honour based abuse and forced marriage
- Sexual abuse.

There may be some pupils within the school who may have experienced such relationships, and it is our commitment that these subjects will be taught in a sensitive manner, without blame or judgement. At Newton Primary School, we recognise that the school is a place of consistency for our pupils, and a safe space where issues can be discussed, and factual responses provided. We are committed that our school will be a place of safety where pupils can speak to trusted adults, report any concerns, seek support, and see first-hand that concerns are acted upon.

We believe that all pupils, regardless of race, gender, disability or need religious belief or background, are entitled to experience, and enjoy healthy relationships. We recognise that certain stereotypes can cause damage to individuals. We also recognise how these damaging stereotypes could normalise non-consensual behaviour or encourage prejudice.

The school recognises its legal rights and responsibilities regarding equality, including the protected characteristics defined in the Equality Act 2010, and values that all pupils are unique and equal. We therefore ensure that relationships and sex education is taught equally, that all viewpoints and opinions are discussed, and that individual beliefs or characteristics are protected.

Child Sexual Exploitation (CSE)

Child Sexual Exploitation is sexual exploitation of children and young people under 18. It involves situations, contexts, and relationships where young people (or a third person or persons) receive something (e.g., food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. CSE can occur using technology without the child's immediate recognition; for example, being persuaded to post sexual images on the internet/mobile phone without immediate payment or gain.

In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion, and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/ economic and/or emotional vulnerability.

CSE is a prevalent issue and something we need to ensure we keep our young people protected from. For older pupils, it may be necessary to teach direct lessons around CSE; however, we recognise that our preventative work, including that around healthy relationships, provides robust support in preventing young people becoming victims of CSE.

Domestic Abuse

Domestic abuse is a prevalent issue; it affects a significant number of children and families not only nationally, but also here within St Helens. Here at Newton-le-Willows Primary School, we believe it is our responsibility to teach children about healthy relationships, partly so we can protect our pupils, but also so they can go on to have them in their adult lives.

As domestic abuse is a regional issue, it needs to be addressed sensitively and clearly. Domestic Abuse can include (this is not an exhaustive list):

- Physical abuse
- Sexual abuse
- Financial control
- Controlling and coercive behaviour.

Some types of behaviour, often seen within abusive relationships, are criminal offences. It is important that we teach our children and young people which types of behaviour are unlawful, so they can seek appropriate support and help keep themselves safe. In addition to this, by knowing the law around abuse, it allows our pupils to make more informed decisions and choices when entering a relationship.

Online Safety

As so many of our children and young people use the internet, and as it forms such a significant part of modern-day life, it is imperative that we teach our pupils how to stay safe online.

Children and young people have an array of online opportunities and responsibilities. It is important that pupils understand that these rights and responsibilities are no different than in day-to-day life and that the same expectations of behaviour apply in all contexts, including on the internet.

E-Safety can be a vast topic; different areas of concern can sometimes feel uncomfortable to address; however, it is imperative that we do so. Here at Newton-le-Willows Primary School, we want to ensure that parents and carers understand why certain topics need to be discussed and feel comfortable with their children taking part in these lessons. Our aim is always to work closely with families, as we believe that a collaborative approach is the best way forward for our children. Below are the issues that need to be addressed relating to online safety and the reasons why:

Topic	Reasons for teaching
Different types of bullying including cyber-bullying	Many children and young people use social media to communicate with their friends. We want all our pupils to be able to recognise that online bullying is just as unacceptable as other forms of bullying, and that trusted adults can take action to help keep them safe.
Sharing material online	Sharing material online can be a considerable risk. Children and young people need to have comprehensive understanding that any material shared has the potential to be shared more widely online. Young people also need to be aware of the potentially difficulty in removing any compromising material placed on the internet. Pupils also need to be aware of the law and possible consequences of sharing inappropriate material over the internet. It is important that young people know not to provide material to others that they would not want shared further and that they are not to share personal material which is sent to them.
Getting support and reporting concerns	It can be a frightening experience for any child or young person who is a victim of online abuse, exploitation, or mistreatment. It is important that pupils know how and where to report concerns to keep themselves safe.
Viewing harmful content	Viewing harmful content can have a traumatic and substantial impact on the emotional and mental wellbeing of young people. Children and young people also need to be aware that it is a criminal offence to share and view indecent images of children (including those created by children).
How data is collected and shared online	Pupils need to be aware how data is generated, collected, shared, and used online, so they can make informed choices about what sort of information they want to share on the internet.

Concerns raised during lessons

We recognise that it is good practice to have a culture where children feel confident to discuss potentially sensitive issues. It could be that discussions in the lessons may raise safeguarding concerns. Any concerns will be dealt with in accordance with the school's Safeguarding and Child Protection Policy.

Any external visitors or agencies delivering any aspects of Relationships and Sex Education will be required to pass any concerns raised immediately to the Class Teacher and/or the Designated Safeguarding Lead, along with a written or online record.

The Designated Safeguarding Lead has a comprehensive knowledge of trusted, high-quality resources as well as extensive training around a vast array of safeguarding topics and procedures. Therefore, the DSL will be involved in all safeguarding aspects of Relationships and Sex Education.

Responses to difficult questions

We believe that school should provide a safe environment for children to ask questions relating to relationships and sex education. We always encourage children to ask questions and develop their learning and we will answer these honestly and appropriately.

There may be some occasions however when it is not appropriate to answer certain questions.

These include:

- If the question includes explicit and/or inappropriate language.
- If the question is not deemed age appropriate for the class.
- If the question asks about the personal lives of staff, children, or families.
- If the child raises a safeguarding issue.

NSPCC P.A.N.T.S Rule

Safeguarding children is of paramount importance and incorporating this within the curriculum is essential. Children throughout school will be taught the NSPCC P.A.N.T.S (Privates are private, always remember your body belongs to you, no means no, talk about secrets that upset you) rule in order to keep themselves safe from sexual abuse.