

# The Raglan Schools

## Final Policy

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# Relationships Education

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## 1. Introduction

**Relationships Education** is delivered through Personal, Social and Health Education to all pupils in Years 1 to 6. From September 2020, parents will not be able to opt out of this curriculum.

**Sex Education** is delivered separately to Year 6 and has a separate policy to outline the aspects that will be covered. Parents can choose to withdraw their child from Sex Education.

In both policies, there are links with the **Science** policy and curriculum which covers the parts of the body, puberty and changes in the body. This is delivered at an age-appropriate level from Years 1 to 6.

## 2. Statutory Requirements & Guidance

- As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).
- In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).
- The school follows the guidance set out in [Relationships Education, Sex and Relationships Education \(RSE\) and Health Education](#), February 2019
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, make Relationships Education compulsory for all pupils receiving primary education.
- The school also follows the [Equality Act 2010](#) and the [Public Sector Duty](#)
- The school follows the guidance of the [PSHE Association](#) and uses its Scheme of Work

## 3. Key principles

Relationships Education will:

- Have a clear focus on positive, strong and healthy relationships;
- Reinforce the school's values of Excellence, Respect, Friendship, Inspiration, Courage, Determination and Equality;
- Teach respect and inclusivity;
- Reflect the law (including the Equality Act 2010) as it applies to relationships so that young people clearly understand what the law allows and does not allow;
- Emphasise how pupils keep themselves safe both on and offline;

- Link with other parts of the curriculum including Science, Religious Education, Computing and (for Year 6) Sex Education .

## 4. Policy Development

This policy has been developed in consultation with staff, pupils and parents. A working group made up of staff, parents and governors was formed from those who showed an interest in an initial survey. The consultation and policy development process involved the following steps:

- a) **Review** – a working group has pulled together all relevant information including relevant national and local guidance
- b) **Staff consultation** – all school staff were given the opportunity to look at the policy and make recommendations
- c) **Parent/Carer consultation** – parents and any interested parties were invited to attend a meeting about the policy and/or to complete a survey about the policy
- d) **Pupils** – we will listen and respond to the views of young people to ensure the scheme of work meets the needs of all pupils.
- e) **Ratification** – once amendments were made, the policy was shared with governors and ratified

## 5. Delivery of Relationships Education

### 5.1 Different Aspects

It is important to understand how the different aspects are delivered

- Relationships Education is delivered through the PSHE curriculum. This is for all pupils in Years 1 to 6 at an age-appropriate level.
- Biological aspects of Relationships Education (parts of the body, puberty etc.) are delivered through the Science Curriculum. This is for all pupils in Years 1 to 6 at an age-appropriate level.
- Sex Education is delivered to Year 6 only and draws links with Relationships Education. Parents are able to withdraw their child from Sex Education. (see separate policy)

### 5.2 Relationships Education outline

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

### **5.3 Different Families**

The areas of learning in 5.2 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 come in many different forms. At Raglan, families include Mum and Dad, single-parent families, blended families, families headed by grandparents, LGBT+ parents, adoptive parents, foster parents/carers amongst other structures. The teaching reflects sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

At Raglan there are a range of different religious beliefs and children are taught to respect different viewpoints. The aim of Relationships Education is to encourage respect, inclusivity, and reflect the law.

### **5.4 Expectations**

The Relationships Education guidance from the DfE sets out the expectations by the end of primary school. These are set out in Appendix 1.

The school follows the PSHE Association Scheme of Work which incorporates the expectations set out by the DfE. There are additional objectives that go beyond the guidance and these are set out in Appendix 2.

The curriculum map where Relationships Education features is set out in Appendix 3.

### **5.5 Sharing with Parents**

The school will make provision to share the units of work (including aims, vocabulary and resources) with parents prior to them being taught. This may be part of the annual briefing meeting in September or in termly newsletters or via the website. The school will also make available the resources and texts that will be used. As usual, parents would also be made aware of any visitors to school in relation to a unit of work.

### **5.6 EYFS and knowledge beyond the scheme of work**

The teaching of Relationships Education begins in Year 1, however it is likely that some of the subject matter may arise in EYFS particularly in regards to different families. Whilst children will not be explicitly taught about different families as a unit of work, staff will acknowledge the existence of different families should it arise (eg. a pupil identifies and talks about their family unit). This is done in line with the key principles of this policy (see part 3) and taking account of section 5.3 above.

In all year groups some pupils will almost certainly have knowledge beyond the units of work for their year group, so it is possible that during discussion, content is brought up by a pupil that goes beyond what is intended for the session. Staff will handle this sensitively and responsibly and correct any inaccuracies.

## **6. Parents Right to Withdraw**

In the 2019/20 academic year, parents will have the right to withdraw their child from Relationships Education and can do so by writing to the Headteacher.

From September 2020, parents/carers **will not** have the right to withdraw their children from Relationships Education. This is set out in the ***Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019***, which makes Relationships Education compulsory for all pupils receiving primary education.

Parents/carers have the right to withdraw their children from the Sex Education delivered to Year 6 (see separate policy)

## 7. Responsibilities

### 7.1 The Governing Body

The Governing Body will approve the Relationships policy, and hold the headteacher to account for its implementation.

After the initial development of the policy, the governing body will delegate the approval of this policy to the Standards & Achievement Committee.

### 7.2 The Headteacher

The headteacher is responsible for ensuring that the Relationships policy is taught consistently across the school.

### 7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way and by adhering to the policy and guidance
- Modelling positive attitudes to Relationships Education
- Monitoring progress
- Responding to the needs of individual pupils
- Ensuring all pupils (including those with additional needs) are able to access the lessons

Staff do not have the right to opt out of teaching Relationships Education. Staff who have concerns about teaching Relationships Education are encouraged to discuss this with the headteacher.

The PSHE leaders are Amy Brown and Daisy Henison, who are also responsible for Relationships Education.

### 7.4 Pupils

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Pupils are expected to engage fully in Relationships Education and, when discussing issues related to relationships, treat others with respect and sensitivity.

## 8. Training

Staff are trained on the delivery of Relationship Education as part of their induction to the school and through continuous professional development. Staff will be particularly guided and supported in how to respond to pupils where their individual understanding goes beyond that of the planned unit of work. Staff can also seek support from the SEN team with regards to ensuring all pupils can access the teaching and learning.

## 9. Links with Other Policies

- PSHE
- Science
- Sex Education
- Religious Education
- Online Safety
- Computing
- Safeguarding and Child Protection
- Behaviour
- Anti-bullying
- Mental Health and Well-Being
- Complaints

## 10. Monitoring & Review

The delivery of Relationships Education is monitored by the School Leadership Team through a variety of ways, which may include planning scrutinies and learning walks etc.

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

This policy will be reviewed by the Headteacher every three years (see section 4) which will include ratification by the Governing Body.

## Appendix 1

### Expectations - What pupils should know by the end of Primary School (Year 6)

#### Families and people who care for me

- 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 to their family, but that they should respect those differences and know that other children's families are also characterized 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

- 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, honesty, trustworthiness, loyalty, kindness, generosity, 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 friendship is making them feel unhappy or uncomfortable, managing conflict, how to managing these situations and how to seek help or advice from others if needed

## Respectful relationships

- The importance of respecting others, even when they're 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 the wider world they can expect to be treated with respect by others, and that in turn, they should show 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

- That people sometimes behave differently online, including by pretending to be someone they're not
- That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for other online (even when we're anonymous)
- The rules and principles for keeping safe online, how to recognise 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've never met
- How information and data is shared and used online

## Being safe

- 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's 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/unsafe physical and other contact
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't 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're heard
- How to report concerns or abuse, and the vocabulary and confidence needed to do so
- Where to get advice (e.g. family, school, other sources)

The above objectives are set out in the guidance from the DfE

## Appendix 2

### Objectives beyond the Guidance - The following objectives are included in the scheme of work, but go beyond the guidance provided by the DfE

#### KS1: Relationships

- to recognise that their behaviour can affect other people
- to recognise what is fair and unfair, kind and unkind, what is right and wrong
- to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class
- to offer constructive support and feedback to others
- that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)

#### KS2: Relationships

- to recognise and respond appropriately to a wider range of feelings in others
- that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves
- to work collaboratively towards shared goals
- that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)
- to recognise and manage 'dares'
- about the difference between, and the terms associated with, sex, gender identity and sexual orientation
- that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership
- that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others

The above objectives are included in our PSHE Scheme of Work but go beyond the guidance set down by the DfE. Where they feature can be seen in the Curriculum Map (see Appendix 3)

## Appendix 3

### PSHE Curriculum Map and where Relationships Education is covered.

#### Overview

	<b>Key Stage 1 Years 1/2</b>	<b>Key Stage 2 Years 3/4</b>	<b>Key Stage 2 Upper Years 5/6</b>
<b>Unit 1</b>	Caring Friendships	Caring Friendships	Caring friendships (incl. online)
<b>Unit 2</b>	Mental Health & Well-Being	Mental Health & Well-Being	Mental Health & Well-Being
	Anti-bullying		
<b>Unit 3</b>	People Who Care for us & Different Families	Respectful Relationships	Respectful Relationships
<b>Unit 4</b>	Being Safe	Being Safe	Being Safe First Aid for Year 5
<b>Unit 5</b>	Physical Health & Fitness	Physical Health & Fitness	Physical Health & Fitness

Sex Education will be a unit delivered to Year 6 (separate policy)

Changing Bodies will be a unit delivered to Year 5 in Science

## Key Stage 1 (Years 1/2)

### Unit 1 - Caring Friendships

	<b>Relationships Education objectives covered</b>	<b>Possible Texts</b>
Statutory Guidance	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> </ul>	
Scheme objectives	<p>R9 - LI: about special people in their lives</p> <p>R2 - To recognise that constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>R4 - to recognise what is fair and unfair, kind and unkind, what is right and wrong</p> <p>R11 - LI: that bodies and feelings can hurt</p> <p>R12 - to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</p> <p>R6 - to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p>	<p><b><i>Bob's Blue Period</i></b> By Marion Deuchars</p> <p><b><i>Beyond the Fence</i></b> By Maria Gulemetova</p>
Non-Statutory	LI: To recognise that their behaviour can affect other people	

## Key Stage 1 (Years 1/2)

### Unit 2 - Mental Health & Well-Being (including anti-bullying)

	<b>Relationships Education objectives covered</b>	<b>Possible Texts</b>
Statutory Guidance	<ul style="list-style-type: none"> <li>About different types of bullying, the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> </ul>	
Scheme Objectives	<p>R1 - LI: about recognising how other people are feeling LI: about sharing feelings their own feelings with others</p> <p>R13 : LI: that hurtful teasing and bullying is wrong LI: what to do if teasing and bullying is happening.</p>	<p><b><i>The Way I feel</i></b> by Janan Cain</p> <p><b><i>The Huge Bag of Worries</i></b> by Virginia Ironside and Frank Rodgers</p>
Non-Statutory	<p>LI: that people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p> <p>LI: To recognise what is fair and unfair, kind and unkind, what is right and wrong</p>	<p><b><i>Big, Red and the Little Bitty Wolf</i></b> by Jeanie Ransom</p>

## Key Stage 1 (Years 1/2)

### Unit 3 - People who care for us & different families

	<b>Relationships Education objectives covered</b>	<b>Possible Texts</b>
Statutory Guidance	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• The importance of respecting others, even when they're very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> </ul>	
Scheme Objectives	<p>R8 - LI: about the importance for respect for the differences and similarities between people</p> <p>R9 - LI: about special people in their lives</p>	<p><b><i>And Tango Makes Three</i></b> by Justin Richardson &amp; Peter Parnell</p> <p><b><i>You're a Rude Pig</i></b> by Claudia Bolt</p> <p><b><i>Dogs Don't do Ballet</i></b> by Anna Kemp and Sara Ogilvie</p>
Non-Statutory		

## Key Stage 1 (Years 1/2)

### Unit 4 - Being Safe

	<b>Relationships Education objectives covered</b>	<b>Possible Texts</b>
Statutory Guidance	<ul style="list-style-type: none"><li>• What sorts of boundaries are appropriate in friendships with peers and others</li><li>• About the concept of privacy and the implications of it for both children and adults (including that it's not always right to keep secrets if they relate to being safe)</li><li>• That each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical and other contact</li></ul>	<b><i>NSPCC - PANTS</i></b>
Scheme Objectives	R3 - LI: about the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid  R10 - LI: about appropriate and inappropriate touch	<b><i>I said No</i></b> by Zak and Kimberly King  <b><i>My Body! What I say goes</i></b> by Jeneen Sanders
Non-Statutory		<b><i>Digi Ducks Big Decision</i></b> by Lindsay Buck

## Key Stage 2 Lower (Years 3/4)

### Unit 1 - Caring Friendships (including online relationships)

	<b>Relationships Education objectives covered</b>	<b>Possible Texts</b>
Statutory Guidance	<ul style="list-style-type: none"> <li>• The characteristics of friendships, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties</li> <li>• 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</li> </ul>	
Scheme Objectives	<p>R2 - LI: To learn about what makes a positive, healthy relationship, including friendships.</p> <p>R2 - LI: To learn how to maintain good friendships (including online)</p> <p>R4 - LI: To learn how to maintain good friendships.</p> <p>R12 - LI: To learn about solving disputes and conflict amongst themselves and their peers.</p>	<b><i>The Invisible Boy</i></b> by Patrice Barton
Non-Statutory	LI: To work collaboratively towards shared goals.	

## Key Stage 2 Lower (Years 3/4)

### Unit 2 - Mental Health & Well-Being (including anti-bullying)

	<b>Relationships Education objectives covered</b>	<b>Possible Texts</b>
Statutory Guidance	<ul style="list-style-type: none"><li>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</li></ul>	
Scheme Objectives	R14 - To learn how to recognise bullying. R14 - To learn how to respond to bullying and how to ask for help. (including online)	<b><i>Black Dog</i></b> by Levi Pinfold  <b><i>The Day you begin</i></b> by Jaqueline Woodson
Non-Statutory	LI: To recognise and respond appropriately to a wider range of feelings in others	

## Key Stage 2 Lower (Years 3/4)

### Unit 3 - Respectful Relationships

	<b>Relationships Education objectives covered</b>	<b>Possible Texts</b>
Statutory Guidance	<ul style="list-style-type: none"> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That others' families, either in school or in the wider world, sometimes look different to their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in the wider world they can expect to be treated with respect by others, and that in turn, they should show respect to others, including those in positions of authority</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> </ul>	<p><b><i>My Daddy's Going Away</i></b> by Christopher MacGregor and Emma Yarlett</p> <p><b><i>10,000 Dresses</i></b> by Marcus Ewert</p> <p><b><i>Ruby's Wish</i></b> by Shirin Yim Bridges</p> <p><b><i>The Sissy Duckling</i></b> by Harvey Fierstein</p>
Scheme Objectives	<p>R4 - LI: To learn about what makes a positive, healthy relationship, including friendships.</p> <p>R4 - LI: To learn how to maintain good friendships.</p> <p>R4 - LI: To identify some ways in which relationships can be recognised and celebrated (eg. anniversaries, marriage and civil partnerships)</p> <p>R8 - LI: to learn about the importance of respect for the differences and similarities about people.</p> <p>R9 - LI: to learn about special people in their lives.</p>	



	R10 - LI: To learn how to listen and respond respectfully to a wide range of people. R16 - LI: To learn what is meant by 'stereotypes'.	
Non-Statutory		

## Key Stage 2 Lower (Years 3/4)

### Unit 4 - Being Safe

	<b>Relationships Education objectives covered</b>	<b>Possible Texts</b>
Statutory Guidance	<ul style="list-style-type: none"> <li>• That each person’s body belongs to them, and the differences between appropriate and inappropriate/unsafe physical and other contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don’t know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they’re heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice (e.g. family, school, other sources)</li> </ul>	
Scheme Objectives	<p>R7 - LI: To learn how actions can affect ourselves and others.</p> <p>R18- LI: To learn how to respond to cyberbullying and ask for help.</p> <p>R21 - LI: To learn about the importance of keeping personal boundaries and the right to privacy.</p> <p>R8 - LI: To learn about the difference between acceptable and unacceptable physical contact. And learn how to respond</p> <p>R9: LI: To learn about the concept of keeping something confidential or secret and learn about when you should or should not agree to keeping a secret.</p>	<p><b><i>Some Secrets Should Never be Kept</i></b> by Jayneen Sanders</p> <p><b><i>Troll Stinks</i></b> by Jeanne Willis and Tony Ross</p> <p><b><i>#Goldilocks - A Hashtag cautionary Tale</i></b> by Jeanne Willis &amp; Tony Ross</p>
Non-Statutory		

## Key Stage 2 Upper (Years 5/6)

### Unit 1 - Caring Friendships (including online relationships)

	<b>Relationships Education objectives covered</b>	<b>Possible Texts</b>
Statutory Guidance	<ul style="list-style-type: none"><li>● The characteristics of friendships, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties</li><li>● 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</li><li>● 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 managing these situations and how to seek help or advice from others if needed</li><li>● That people sometimes behave differently online, including by pretending to be someone they're not</li><li>● That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for other online (even when we're anonymous)</li><li>● The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li><li>● How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they've never met</li><li>● How information and data is shared and used online</li></ul>	
Scheme Objectives	R2/4 - LI: To learn about what constitutes a positive, healthy relationship.	

	<p>R2/4 - LI: To learn about the skills to maintain positive relationships. (including online)</p> <p>R3 - LI: To learn to recognise when a relationship is unhealthy. (including online)</p> <p>R12 - LI: To learn negotiation and compromise strategies to resolve disputes and conflict</p> <p>R12 - LI: To learn to give helpful feedback and support to others.</p> <p>R7 - LI: To learn about the consequences of their actions on themselves and others. (online safety)</p>	
Non-Statutory	LI: To work collaboratively towards shared goals.	

## Key Stage 2 Upper (Years 5/6)

### Unit 2 - Mental Health & Well-Being (including anti-bullying)

	<b>Relationships Education objectives covered</b>	<b>Possible Texts</b>
Statutory Guidance	<ul style="list-style-type: none"><li>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</li></ul>	
Scheme Objectives	<p>R14 - LI: To learn about discrimination, teasing, bullying and aggressive behaviour and its effect on others</p> <p>R14/18 - LI: To learn about discrimination, teasing, bullying and aggressive behaviour and its effect on others</p> <p>R10 - LI: To learn to respectfully listen to others but raise concerns and challenge points of view when necessary.</p>	<p><b><i>Sad Book</i></b> by Michael Rosen and Quentin Blake</p>
Non-Statutory	<p>LI: To recognise and respond appropriately to a wider range of feelings in others</p>	

## Key Stage 2 Upper (Years 5/6)

### Unit 3 - Respectful Relationships

	<b>Relationships Education objectives covered</b>	<b>Possible Texts</b>
Statutory Guidance	<ul style="list-style-type: none"><li>● Practical steps they can take in a range of different contexts to improve or support respectful relationships</li><li>● The conventions of courtesy and manners</li><li>● The importance of self-respect and how this links to their own happiness</li><li>● That in school and in the wider world they can expect to be treated with respect by others, and that in turn, they should show respect to others, including those in positions of authority</li><li>● The importance of permission-seeking and giving in relationships with friends, peers and adults</li><li>● That marriage represents a formal and legally recognized commitment of two people to each other which is intended to be lifelong</li><li>● How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li><li>● What a stereotype is, and how stereotypes can be unfair, negative or destructive</li></ul>	
Scheme Objectives	<p>R4 - LI: To learn about different types of relationships (friends, families, couples, marriage, civil partnership).</p> <p>R4 - LI: To learn about what constitutes a positive, healthy relationship.</p> <p>R4 - LI: To learn about the skills to maintain positive relationships.</p> <p>R3 - LI: To learn to recognise when a relationship is unhealthy.</p> <p>R5 - LI: To learn about committed loving relationships (including marriage and civil partnership).</p>	

	<p>R16 - LI: To learn about the factors that make people the same or different and to recognise and challenge 'stereotypes'</p> <p>R16 - LI: To learn about the correct use of the terms sex, gender identity and sexual orientation</p>	
<p>Non-Statutory</p>	<p>LI: That marriage is a commitment freely entered into by both people.</p> <p>LI: That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</p> <p>LI: That two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership.</p>	

## Key Stage 2 Upper (Years 5/6)

### Unit 4 - Being Safe

	<b>Relationships Education objectives covered</b>	<b>Possible Texts</b>
Statutory Guidance	<ul style="list-style-type: none"><li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li><li>• That each person’s body belongs to them, and the differences between appropriate and inappropriate/unsafe physical and other contact</li><li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don’t know</li><li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li><li>• How to ask for advice or help for themselves or others, and to keep trying until they’re heard</li><li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li><li>• Where to get advice (e.g. family, school, other sources)</li></ul>	
Scheme Objectives	<p>R8 - LI: about judging whether physical contact is acceptable or unacceptable and how to respond.</p> <p>R9 - LI: To learn about confidentiality about times when it is appropriate and necessary to break a confidence.</p>	
Non-Statutory	<p>LI: To recognise and manage ‘dares’</p>	