



**Branscombe CE Primary School, Broadhembury CE Primary School,
Farway CE Primary School, Littleham CE Primary School and
Woodbury Salterton CE Primary School**

Relationships and Sex Education Policy

Responsible for review	
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Due for review: Summer	Approved by Governing body on	Head teacher signature	Chair of Governors signature
2021	6/7/21		
2022			
2023			

This policy takes full account of the school's legal obligations and the latest DfES guidance "Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers" (DFES 2020)

Within The Jubilee with Pebblebed Federation, we believe the purpose of Relationships and Sex Education (RSE) is to assist young people to prepare for adult life by supporting them through their physical, emotional and moral development and helping them to understand themselves, respect others and form and sustain healthy relationships.

Relationships and Sex Education is an entitlement for all children as part of the National Curriculum however, it is not just about reproduction and sexual health, but must also strive to enable children to act responsibly in making and maintaining positive relationships with others, to feel good about themselves and the choices they make.

Federation Backgrounds

Branscombe, Broadhembury, Farway and Woodbury Salterton Church of England Primary Schools are small rural primary schools in areas of outstanding natural beauty. Pupils attend from the villages, the surrounding areas and towns of Honiton, Sidmouth and Exmouth. The old school buildings have been sensitively extended to provide a good learning environment. Outdoor activities take place at the village halls and playing fields.

Littleham Church of England Primary School is single form entry, where children come mainly from the immediate local area where vulnerability is high. The school is a purpose built building with extensive grounds for additional learning spaces.

Definition

Relationships Education is defined as: *'teaching and learning about forming and maintaining positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including potential relationships online'.*



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Health Education is defined as: *‘teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices’.*

Sex Education is defined as: *‘teaching children how human reproduction occurs, including how a baby is conceived and born’.* This draws on knowledge of the human life cycle set out in the national curriculum for science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of Science and those related elements (the physical changes associated with puberty) within statutory Personal, Social, Health, Citizenship Education.

Relationship and Sex Education is not about the promotion of sexual activity.

Relationship and Sex Education is relevant in every year group as long as it is age and stage appropriate.

Aims of our RSE policy

To provide a stimulating and supportive learning environment in which pupils can develop their feelings of self-worth and confidence, especially in relationship to others. This will include developing the following skills:

- Valuing themselves as unique individuals,
- Keeping themselves and others healthy and safe,
- Communication,
- Decision making
- Assertiveness,
- Knowing how and where to gain information and support
- Participating in society.
- Being prepared for puberty and adulthood.

There are three main elements to our RSE programme:

- Gaining knowledge and understanding
- Developing positive attitudes and values
- Extending personal and social skills.

Rationale for our whole federation approach

- To ensure pupils receive accurate and appropriate information by answering pupils’ questions openly, honestly and appropriately
- To help pupils develop healthier, safer lifestyles through positive behaviours, positive choices and through access to correct terminology



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- To ensure all sex education is presented in the context of family life and loving relationships
- Sex Education lessons will be delivered to the Key Stage Two children and the school nurse may be invited to attend or lead
- The BBC 'Growing Up' video may be used as teaching material for these lessons, and is available for previewing by parents (this video will be regularly reviewed)
- 1 Decision resources will be used to teach in KS2 the modules Growing and Changing and Feelings and Emotions. (Appendix C)
- Although in Key Stage one there will be no specific Sex Education input, it will be taught as part of the science and PSHCE National Curriculum. In Key Stage 1 as part of the 1 Decision scheme there will be a module on Relationships.

Partnership with parents/carers and the Right to Withdraw

Most of a pupil's informal relationships and sex education occurs within the family and parents will be made aware that the school's programme will complement and build on this. Parents/carers have the right to withdraw their child from some, or all, RSE lessons but not statutory Science lessons. Parents will be informed by letter before RSE lessons take place. If a parent/carer wishes to withdraw their child they need to have a discussion with the Executive Headteacher, so that he/she can be made aware of the reasons and provide alternative arrangements. Parents do not have the right to withdraw their children from relationships education. Parents have the right to choose to withdraw their children from the non-statutory/non-scientific components of sex education for example conception within RSE.

Moral and values framework

The Relationships and Sex Education programme within The Jubilee with Pebblebed Federation will be developmental and relate to the age and needs of the children. It will reflect the individual school's aims and ethos, where all children are valued and encouraged, where positive relationships are viewed as important and where there is a safe and secure learning environment.

Everyone within our Federation is encouraged to promote the following values:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility to their family, friends, school and wider community

We focus on teaching RSE in the context of relationships using a variety of formal and informal opportunities and strategies. This all helps children to develop their self-esteem and emotional well being and to form and maintain worthwhile and satisfying relationships, which are based on respect for themselves and for others.



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We wish to emphasise that the philosophy of the church schools within The Federation regarding RSE education is based on the teaching of the Church on creation; that humans were created in the image of God. Therefore the sex education programme is planned and taught, mindful of the Church's doctrine, and acknowledging that the education of the children in sexual matters is primarily the right and duty of parents. Positive relationships are also taught through our RE curriculum where we consider the lives of Christians and those of other faiths, in appendix D we have set out where our curriculum helps children to explore positive relationships through religion.

Equal Opportunities

The Federation is committed towards equal opportunities in all aspects of school life. All resources used, and teaching and learning, will support this commitment.

Every person in our school community has been made in the image of God and is loved unconditionally by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community. Each person in all their unique difference should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socioeconomic background, academic ability, disability, sexual orientation or gender identity.

Our approach to RSE will include sensitive, honest and balanced consideration of sexuality. We shall take into account that some children may have learning, emotional or behavioural difficulties or physical disabilities that result in particular Relationships and Sex Educational needs. For some SEND pupils, content and teaching will be tailored to meet the specific needs of pupils at different developmental stages. This will be done by seeking advice from the school nurse and other linked professionals to the child. Vulnerable children will be offered additional, small group, targeted sessions.

In creating a school environment that promotes dignity for all and a call to live fulfilled lives as uniquely gifted individuals, pupils will be equipped to accept difference of all varieties and be supported to accept their own gender identity or sexual orientation and that of others. In order to do this it will be essential to provide curriculum opportunities where difference is explored, same-sex relationships, same-sex parenting and transgender issues may be mentioned as a fact in some people's lives. For children of same-sex or transgender parents or with close LGBTQ+ relatives this will be a signal of recognition that will encourage self-esteem and belonging.

Process for Policy Development

A working party, consisting of PSHE lead teachers, members of the federation Senior Leadership Team and governors was set up to establish the RSE policy. The PSHE lead consulted with other outside bodies including the PSHE forum and The PSHE Association. A parent survey was also used when considering the final draft of the policy and how best to communicate to parents. The policy was then approved by the Governing body and will be reviewed and approved annually.



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Curriculum Content.

Relationships and Sex Education is delivered within a whole school approach:

- Teaching RSE through and in other subjects such as RE, PSHE and Science.
- PSHE will be taught following the rolling program and using resources from the 1Decision Scheme. (Appendix C)
- Teaching elements of the RSE programme through the statutory Science curriculum at KS1 and KS2.

KS1 pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

KS2 pupils should be taught to:

- 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.
- describe the changes as humans develop to old age
- Discrete curriculum time at upper KS2
- Through pastoral care and guidance, including circle time and story time.

At Key Stage 1 pupils learn to recognise similarities and differences between themselves and others, identify and share their feelings with each other, recognise safe and unsafe situations and identify and be able to talk to someone they trust.

At Key Stage 2 pupils learn to express their opinions about relationships and bullying and to listen to and support others, including respecting other people's view-points and beliefs. They learn to recognise their own worth and identify positive things about themselves and try to balance the stresses in life in order to promote their own mental health and well-being of others. Life processes are discussed including the physical changes that take place at puberty, why they happen and how to manage them.

The content of the PSHE programme will include the following modules of which some will support the delivery RSE:

KS1	KS2
<ul style="list-style-type: none"> • Being Responsible • Computer Safety • Fire Service • Money Matters • Feelings and Emotions 	<ul style="list-style-type: none"> • Being Responsible • Computer Safety • Fire Service • The Working World • Feelings and Emotions



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<ul style="list-style-type: none"> • Relationship • Keeping/Staying Safe • Keeping/Staying healthy • Hazard Watch 	<ul style="list-style-type: none"> • Growing and Changing • Keeping/Staying Safe • Keeping/Staying Healthy • A World Without Judgement
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Materials used reflect the consultation with parents/carers and school health advisers. Age and cultural backgrounds of the pupils were regarded in relation to images used. The range of material used is available to parents/carers and informative books are available to children in the library.

Organisation

The class teacher will plan the delivery of the RSE programme, following the 'PSHE Planning Overview'. (See Appendix C)

1 Decision, SEAL, BBC 'Growing Up' video and "Health for Life" resources provide a basis for planning the curriculum including the RSE strand of the programme.

A range of teaching strategies will be used to provide the breadth of effective learning opportunities outlined in the framework for all children. RSE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.

The needs of the children are reflected in the planned programme, drawing on the children's own experiences and existing knowledge through the use of a variety of teaching styles. Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in school. Liaison arrangements are in place with the main secondary schools in the area.

The children in Branscombe, Broadhembury and Farway will also work towards the Good Samaritan Awards 'Looking After Ourselves and Looking After Others'. Children will be asked to complete tasks, in class and in their own time, relating to the following areas; staying safe, keeping healthy, enjoying and achieving, economic wellbeing and making a positive contribution. The aim being to give children a broad and balanced view of society. The children will receive certificates to recognise their achievements for the number of tasks they have completed.

The Federation believes in the importance of training for staff delivering RSE. Staff are encouraged to access appropriate training and support to help them deliver effective RSE as required. Sessions will be delivered by class teacher and on occasion supported by a visiting school nurse.



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Specific Issues within RSE

- Teachers will be careful to ensure that their personal beliefs and attitudes do not influence their teaching of RSE.
- Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions.
- Children will be given preparation so that they know how to minimise any embarrassment they feel and they will be encouraged to use correct terminology at all times.
- Answering difficult questions - Sometimes children find it difficult to ask questions of a sensitive nature in class and so from time to time we provide boxes in which children can place questions regarding any personal issue. The teachers will respond to these questions in a way that is age and stage appropriate and will always consult with the Executive Headteacher if guidance is required on how to respond.
- Child Protection - Children occasionally make personal disclosures, either in class or to an individual teacher. The school policy provides guidance for staff on this matter. Child protection procedures must be followed when any disclosures are made.
- Provision for pubertal children - Letter sent to girls in year 5/6. Girls are able to use toilets with sanitary disposal facilities. The schools are able to access sanitary products that are available.

Assessment, Recording and Reporting

Assessment for PSHCE (including Relationships and Sex Education) will be carried out in a variety of ways to include both teacher and pupil reflection. Evaluation and assessment including self-assessment are an integral part of RSE.

Our Science and PSHCE Co-ordinators will monitor teaching and learning according to our federation procedures. Implementation will be monitored by the Senior Leadership Team and reported on to the Governing body.

The children's achievements in relation to PSHCE will be reported annually to parents/carers via the school report system.

Dissemination

All staff members and governors will have access to a copy of this policy. The policy will also be available on the school websites.

Links to other policies

Other school policies that have relevance to Sex and Relationships Education include:

Behaviour

Special Educational Needs



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Anti-Bullying
Child Protection / Safeguarding
Looked After Children
Confidentiality

Learning and Teaching
Health and Safety
Equality



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Appendix A - Example Text to Inform Parents of RSE Lessons

Parents of children in Year 5 & Year

7TH July 20??

Dear Parent

We will be covering the Sex Education part of the curriculum with the children in Year 5 and Year 6 on Thursday 13th July 20??.

In the first of these lessons, the children will name reproductive body parts in males and females. The lesson also covers the physical and emotional changes that take place during puberty and the importance of good personal hygiene. In the second session, the children will learn more about conception and pregnancy.

During this session the teachers will use resources especially designed to support the topic, which may include a video. The pupils will then be given the opportunity to share their thoughts and voice any worries during an informal class discussion.

If you would like an opportunity to view and discuss the content and resources used within these sessions, please speak to the class teacher.

If you prefer to deal with this topic privately you are welcome to withdraw your child from the second session only. Please let me know if you wish to do this and I can arrange for your child to be withdrawn from this session.

Yours sincerely

Katie Gray
Executive Headteacher



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**Appendix B - Example Text of Letter to Inform Parents of Sanitary Arrangements in
School –
*adapt for current arrangements in each specific school***

5th June 20??

To Parents of daughters in Year 5 and 6

Dear Parent

We thought we should let you know the arrangements we have made for girls who start their periods while at school. We have a small supply of sanitary towels in the staff toilet cupboard, together with some plastic bags for the disposal of used towels, to be placed in the pedal bin provided in the staff toilet.

Please could you let your daughter know of this arrangement when you feel it is necessary and inform a member of staff.

The girls can then use the staff toilet and the facilities available without asking permission of staff and thus avoiding any embarrassment for them.

Yours sincerely

Katie Gray



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Appendix C



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KEY STAGE 1	Autumn 1 Citizenship (Me & my community)	Autumn 2 Safety	Spring 1 Economic Wellbeing	Spring 2 Sex & Relationships Education	Summer 1 Healthy Lifestyles / Drug Education	Summer 2 Resilience / Preparing for Change
1 Decision Resources Main Resource to be used	Being Responsible Module Practice Makes Perfect Water Spillage Helping someone in need Stealing	Computer Safety Module Fire Service Module (Online Unit) Online Bullying Image Sharing Making Friends Online Computer Safety Documentary	Money Matters Module Different Types of Money Money Around the World Pocket Money Fundraising	Feelings and Emotions Module Relationship Module Jealousy Worry Bullying Friendship Anger Grief Body Language Touch	Keeping/Staying Safe Keeping/Staying healthy Module Road Safety Tying Shoelaces Healthy Eating Washing Hands Staying Safe Leaning Out of Windows Brushing Teeth Medicine	Hazard Watch Module Is it Safe to Eat or Drink? Is it Safe to Play with?
SEAL Theme	New Beginnings	Getting On & Falling Out / Say No to Bullying	Going for Goals	Relationships	Good to be Me	Changes
Year 1 Assessment outcomes	I know why we have rules in school I can tell you how I am the same and different from my friends I have thought about how to talk about my feelings	I know how to be careful when walking on the pavement I can listen well to other people when they are talking I have thought about how to keep myself safe	I can tell you about the different types of work people do I can tell you some of my strengths as a learner I have thought about how I learn and how I can achieve a goal	I know who my friends and family are I can make people I care about happy I have thought about people who are important to me and how I feel about them	I know that exercise keeps me fit and healthy I know not to touch medicines and that substances in the house can be dangerous I can tell you something that makes me feel proud I have thought about different ways to keep myself healthy	I know my friends can help me and I can help them in times of change I know that some changes are natural and "happen by themselves" I have thought about working with other people to overcome obstacles.



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Year 2 Assessment outcomes	<p>I know how I can help make my classroom a safe and happy place</p> <p>I can welcome someone into my class</p> <p>I have thought about how my behaviour can affect others</p>	<p>I know about stranger danger including meeting strangers online</p> <p>I can work well in a group</p> <p>I have thought about what I should do if I meet dangerous situations</p>	<p>I know that you can choose to spend or save money</p> <p>I can choose between my ideas and give reasons</p> <p>I have thought about the best way to use money</p>	<p>I know the stages of a life cycle</p> <p>I can identify some of the people who care for me</p> <p>I have thought about ways of keeping my teeth healthy</p>	<p>I know why I should eat 5 portions of fruit and veg a day</p> <p>I know what makes me feel relaxed and what makes me feel stressed</p> <p>I have thought about the importance of a balanced diet</p>	<p>I know how to cope with changes that can be exciting or worrying</p> <p>I can plan to overcome obstacles that might get in the way</p> <p>I have thought about how to make sensible choices</p>
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Resources in school

1 Decision website and resources – Website: 1decision.co.uk

1Decision Learning Record Sheet should be completed and Teachers should keep track of certificates and stickers - assessment

SEAL Books

Health for Life Ages 4-7 by Noreen Wetton and Trefor Williams

Combining PSHE and SEAL in the primary school, using the Every Child Matters

Framework Dr. Annette Lyons and Mark Davis.

British Values should be taught throughout the year.



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Key Stage 2	Autumn 1 Citizenship (Me & my community)	Autumn 2 Safety	Spring 1 Economic Wellbeing	Spring 2 Sex & Relationships Education	Summer 1 Healthy Lifestyles / Drug Education	Summer 2 Resilience / Preparing for Change
1 Decision Main Resources KS 2 Workbooks	Being Responsible Module Coming home on time Looking out for others Adults' views Children's views Stealing	Computer Safety Module Fire Service Module (online unit) Online Bullying Image Sharing Adults' views Children's views Making Friends Online	The Working World Module Chores at Home Enterprise Adults' views Children's views In-App Purchases	Feelings and Emotions Module Growing and Changing Module Jealousy Appropriate Touch (Relationships) Anger Adults' views Children's views Puberty Worry Conception	Keeping/Staying Safe Module Keeping/Staying Healthy Module Cycle Safety Healthy Living Peer Pressure Adults' views Children's views Smoking Water Safety Alcohol	A World Without Judgement Module Breaking Down Barriers Inclusion and Acceptance Adults' views Children's views British Values
SEAL Theme	New Beginnings	Getting On & Falling Out / Say No to Bullying	Going for Goals	Relationships	Good to be me	Changes
Year 3 Assessment outcomes	I know something about everyone in my class I can work in a cooperative way with others I have thought about how everyone has to live by rules	I know how to take turns when talking I can spot dangers in the home including dangers online I have thought about how to stay safe	I know some enterprising ways I can support a charity I know how others can help me achieve my goals and how I can help others I have	I know that families can be different from one another I can say no to peer pressure I have thought about the importance of caring for myself and keeping myself clean	I know that eating too much salt, sugar and fat is bad for me I can recognise when I find something difficult and do something about it or cope with how that makes me feel I have thought about how to keep my body healthy	I know some people who I can turn to for help at difficult times I know that everybody goes through many sorts of change all the time I have thought about ways of keeping myself



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			thought about the importance of teamwork			safe including how to contact Childline
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Year 4 Assessment outcomes	I know what it feels like to be unwelcome	I know how to enjoy fireworks safely	I know what can influence how people spend or save	I know the names for male and female body parts	I know I am responsible for taking exercise to look after my body	I know some ways of dealing with changes that make me feel uncomfortable
	I can work with others to achieve a shared goal	I can use peaceful problem solving to sort out difficulties	I know I am responsible for my own learning and behaviour	I can take responsibility for what I choose to do	I know how to say no, if offered a cigarette	I know some ways of dealing with the feelings that arise from changes
	I have thought about how to develop and maintain a positive learning environment	I have thought about ways to manage difficult feelings	I have thought about why people spend and save	I have thought about how and why my body will change	I can stop and think before I act	I have thought about ways to keep myself safe when I am out with my friends
					I have thought about how to make sensible choices	

Year 5 Assessment outcomes	I know that I am valued at school	I know that different ways of behaving are appropriate in different types of relationships	I can explain how people manage their money	I know some things to do when I feel embarrassed	I know that alcohol is a drug	I know how people often respond to difficult changes
	I can identify my strengths and how I can contribute to a group	I can protect my personal safety	I know the skills and attributes of a successful learner	I can describe some of the physical changes of puberty	I can describe the Eat Well plate and a balanced diet	I can take responsibility for my own safety
	I have thought about the importance of rules and keeping them	I have thought about how stereotyping can affect people in different ways	I have thought about how to save up for an item, and how to restrict my other spending to do so	I have thought about how my body will change during puberty, how I may feel, and what to do about these feelings	I can stand up for what I think after listening to others and making my own choice	I have thought about how to deal with difficult feelings to do with loss
					I have thought about how I can have a healthy mind and body by.....	



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<p>Year 6 Assessment outcomes</p>	<p>I know how to work well in a group</p> <p>I can listen to and show respect for other people's views when working in a group</p> <p>I have thought about what makes a group function well so that we can learn together</p>	<p>I know how to protect myself on-line</p> <p>I can use my skills for solving problems peacefully to help other people resolve conflict</p> <p>I have thought about strategies I can use to stay safe when faced with risky situations</p>	<p>I can help organize an enterprise activity</p> <p>I know it is up to me to get things done by taking the first step</p> <p>I have thought about how money affects the way I live</p>	<p>I know some of the feelings that people have when someone close dies or leaves</p> <p>I can recognise and challenge stereotyping and discrimination</p> <p>I have thought about how the media can influence the way we think and feel about people and situations</p>	<p>I know why I should exercise</p> <p>I know what addiction means</p> <p>I understand that sometimes the feeling part of my brain takes over and I might make mistakes</p> <p>I have thought what I can do when I feel pressured such as...</p>	<p>I know that sometimes there can be positive outcomes from changes that we didn't welcome initially</p> <p>I can look for the positives in big changes I am facing</p> <p>I have thought about the positive aspects of moving on to secondary school</p>
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Resources in school 1 Decision website and resources – Website: 1decision.co.uk

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assessment

SEAL Books

Health for Life Ages 4-7 by Noreen Wetton and Trefor Williams

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Appendix D

RE Curriculum Links with Relationships

KS1	Unit Key Questions	Relationships Content
1.1	What do Christians believe God is like?	Family, forgiveness, love, father, caring for others
1.2	Who do Christians say made the world?	Harvest, relationships, being grateful, saying thank you
1.3	Why does Christmas matter to Christians?	Preparing for the birth of a baby, being special, giving gifts, birthdays
1.4	What is the 'good news' for Christians?	Friendship, forgiveness, peace, helping those in need, saying sorry
1.5	Why does Easter matter to Christians?	Exploring emotions, sadness and happiness, new life
1.6	Who is a Muslim and how do they live?	Care for animals, fairness, respect and self-control
1.7	Who is Jewish and how do they live?	Making time to remember important events, home, family and rest, reflection, thanksgiving, celebration
1.8	What makes some places sacred to believers?	Special times for families, precious objects and belongings, valuing stories, emotions of worship
1.9	How should we care for others and for the world?	Responsibilities of friendship, serving others, support for the poor, charities, sustainability
1.10	What does it mean to belong to a faith community?	Symbols of belonging, everyone is valuable, naming and welcoming ceremonies, making promises, weddings



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Lower KS2	Unit Key Questions	Relationships Content
L2.1	What do Christians learn from the Creation story?	peer pressure, responsibility, respect, falling out, saying sorry, forgiveness
L2.2	What is it like for someone to follow God?	friendship, trusting, love, forgiveness, keeping to the rules, belonging, responsibly, promises, loyalty, weddings, commitment
L2.3	What is the 'Trinity' and why is it important for Christians?	baptism, family
L2.4	What kind of world did Jesus want?	friendship, sacrifice, loyalty, making choices, kindness, acceptance of all, caring for the vulnerable, love for others, charity
L2.5	Why do Christians call the day Jesus died 'Good Friday'?	mother, managing emotions, hope, sadness, joy, forgiveness, death
L2.6	For Christians, what was the impact of Pentecost?	making choices, belonging, acceptance, celebration, supporting others
L2.7	What do Hindus believe God is like?	similarities/difference, how we can be described, life, death, home, respect, caring
L2.8	What does it mean to be a Hindu in Britain today?	tolerance, respect, families, belonging to a community, similarities/differences between faith, celebrations
L2.9	How do festivals and worship show what matters to Muslims?	Belonging to a community, tolerance, respect, self-control, family, self-discipline, reflection, living more harmoniously
L2.10	How do festivals and family life show what matters to Jewish people?	family and home, festivals, making resolutions, asking for forgiveness, reflection, saying sorry, freedom, rules, being thankful
L2.11	How and why do people mark the significant events of life? <i>Christians, Hindus, Muslims, non-religious</i>	Life milestones, ceremonies, growing up, responsibility, community, commitment, promises, wedding, marriage, love, belonging
L2.12	How and why do people try to make the world a better place? <i>Christians, Muslims, non-religious</i>	upsetting people, making choices, rules, people who inspire us, generosity, honesty, service, kindness, forgiveness



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Upper KS2	Unit Key Questions	Relationships Content
U2.1	What does it mean if Christians believe God is holy and loving?	love, expressing ideas, respect, guidance
U2.2	Creation and science: conflicting or complementary?	forming opinions, respecting opinions of others, questioning, exploring feelings, justifying, awe
U2.3	Why do Christians believe Jesus was the Messiah?	caring for others, kindness, bringing peace, charity, sharing beliefs, respecting beliefs of others.
U2.4	How do Christians decide how to live? 'What would Jesus do?'	love, making choices, justice, looking after the ill, being a peacemaker, forgiveness, reconciliation, generosity to those in need
U2.5	What do Christians believe Jesus did to 'save' people?	betrayal, denial, responsibility, sacrifice for others, charity.
U2.6	For Christians, what kind of king is Jesus?	temptation, including others, jealousy, popularity, selfishness, serving others, leadership
U2.7	Why do Hindus want to be good?	diversity, karma, providing, honesty, making a difference, community, speaking truthfully, justice
U2.8	What does it mean to be a Muslim in Britain today?	personnel challenge, community, belonging, charity, respect, truthful, trustworthy
U2.9	Why is the Torah so important to Jewish people?	Diversity, community, love, laws, tradition
U2.10	What matters most to Humanists, Christians? <i>Christians, non-religious, with opportunities to include other faiths studied</i>	Behaviour and actions, moral code, being honest, making choices, fairness, peace, freedom, family, friends, love
U2.11	Why do some people believe in God and some people not? <i>Christians, non-religious</i>	Home, respecting beliefs, reflecting on own beliefs
U2.12	How does faith help people when life gets hard? <i>Christians, Muslims and/or Jews and/or Hindus, non-religious</i>	Asking questions, being thankful, community, death



**Branscombe CE Primary School, Broadhembury CE Primary School,
Farway CE Primary School, Littleham CE Primary School and
Woodbury Salterton CE Primary School**

Relationships and Sex Education Policy