



Brodetsky Primary School  
Governing Body Documents



## **Brodetsky Primary School Policies**

### **Health, Wellbeing & Relationships Policy**

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## **Aims**

The aims of relationships and sex education (RSE) at our school are to:

- Develop positive values, a moral framework and self-esteem that will guide children's decisions, judgements and behaviour now and in the future.
- Encourage exploration of thoughts, feelings and actions through personal relationships and the development of communication and decision- making skills
- Help children understand that they are responsible for their body in all respects: health, hygiene and personal safety.
- Enable children to make and sustain relationships, and to understand the value of positive relationships.
- Prepare children to cope with the physical and emotional changes of growing up and provide information which aims to educate against prejudice and stereotyping.
- Provide children with the language and confidence to experience meaningful discussions about relationships and feelings.



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- Ensure that Relationships Education is inclusive of all pupils and cultures. It will be based on the knowledge of, and sensitivity toward the individual as well as group need, of the pupils (i.e. of maturity, SEN etc.)
- Contribute to children's emotional health and wellbeing and, in particular to children's ability to protect themselves and to understand their rights as human beings.
- Help keep children safe, including in the on-line world, from unwanted attention, exploitation and abuse and to ensure that they know whom they can go to for help, and to provide them with the skills to ask for help.
- Stress the value of marriage and values of family life in a Jewish context, whilst exercising sensitivity to diversity and recognising the range of a variety of family contexts within and beyond the school.

## Morals and Values

To embrace the challenges of creating a happy and successful adult life, children need the knowledge and confidence that will enable them to make informed decisions about their wellbeing in health and relationships, in order to build their self-efficacy. Health and Relationships Education should always be dealt with sensitively, with consideration being given to our Jewish religious belief and cultural values. Children will be taught to consider the importance of respect for themselves, as well as the acceptance of and responsibility towards the needs and views of others. At Brodetsky, we want our children to become independent and resilient individuals who know how and when to ask for help, and to know where to access support.

## Principles

We believe that Relationships Education is an integral part of the lifelong process, beginning in early childhood and continuing into adult life. The aim of teaching children about physical health and mental wellbeing is to give them the information that they need, so that they can make good decisions about their own bodies and their relationships.

The teaching of Relationships Education will focus on the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, relationships with other children and with adults and the process of human reproduction. 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 is intended that Relationships Education will lead to the understanding and attitudes which will prepare children to view themselves and their relationships in a positive manner. This aspect of the curriculum is an important part of a child's preparation for adult life. It is also important because many of the children will enter puberty before the end of Key Stage 2. It is helpful, therefore, that children learn about the changes and stages their bodies will go through from an early age and look at the effects this may have on their emotions and relationships. Children often require reassurance that these changes, physical, emotional and maturational are normal and acceptable.



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## **Statutory requirements**

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

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](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities. At Brodetsky Primary School, we teach RSE as set out in this policy.

## **Policy development**

At Brodetsky Primary we value the role of parents/carers in the development of their children's understanding about relationships. Parents/carers are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. We will actively invite parental views and feedback in order to inform the planning, delivery and review of our Relationships Education and to address any concerns and help support parents in managing conversations with their children.

Parents/carers do not have the right to withdraw their children from statutory Relationships or Health Education or what is taught as part of the Science curriculum. Parents/carers will be informed about curriculum coverage and can discuss any concerns with teachers at the earliest opportunity.

Parents/carers have the right to withdraw from non-statutory sex education in Year 4 and Year 6. If you would like to discuss this for your child please contact the school's Executive Headteacher.

## **Definition**

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

## **Curriculum**

We deliver our Relationships and Health Education curriculum through weekly PSHE lessons. This curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils, staff and the school chaplain, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.



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## Delivery of RSE

All aspects of our Health, Wellbeing and Relationships Education will be delivered in an age appropriate and sensitive manner as part of our PSHE Curriculum. RSE is taught within the personal, social, health and economic (PSHE) education curriculum.

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

Some biological aspects of RSE are taught within the science curriculum.

These areas of learning are taught within the context of family life, taking care to make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

These lessons will be delivered predominantly by Teaching staff in mixed gender groups, other than when it is deemed more appropriate for topics to be covered in single sex groupings; this will be decided by the class teacher after discussion with the subject lead. Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school and external agencies may be invited to contribute to the delivery of lessons in school e.g. a nurse, doctor, dentist. All visitors will be familiar with and understand the school's Relationships Education Policy and be expected to work within it.

Brodetsky Primary School recognises the importance of training to enable our staff to deliver effective Relationships Education. The PSHE Lead will access training to support staff with the teaching and use of appropriate resources.

We are aware that children will often ask their teachers questions pertaining to sex or sexuality which go beyond what is set out in our Relationships Education Policy. Questions will be answered according to age and maturity of the children concerned. Questions do not have to be answered directly, and can be addressed individually later after consultation with parents if deemed appropriate.



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Teachers will:

- Use specific ground rules for this work which will clarify boundaries for children and mitigate disclosures in class
- Clarify that personal questions should not be asked
- Clarify that children should not give personal information in class but speak to someone they trust after the lesson e.g. teacher, parents, carers etc

In some lessons an anonymous question box may be used to allow children to ask questions about potentially sensitive or embarrassing topics. In Year 6 an anonymous Question Box will be used.

Teachers will endeavor to answer questions as openly as possible, but if faced with a question they do not feel comfortable answering within the classroom, or that is not age appropriate (or within the school's Relationships Education Policy), provision may be made to address the child's requirements or children may be signposted back to parents and carers. The school believes that teachers need to use their professional skills and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned about any question from a safeguarding perspective.

We will also encourage parents to talk with the school if they have any questions or queries and if they would like advice on how to better support their child's learning outside of the classroom.

## Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - ✦ Safe and supported
  - ✦ Able to engage with the key messages We

will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - ✦ A whole-class setting
  - ✦ Small groups or targeted sessions
  - ✦ 1-to-1 discussions
  - ✦ Digital formats
  - ✦ Give careful consideration to the level of differentiation needed



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## Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

### Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - ✦ Are age-appropriate
  - ✦ Are in line with pupils' developmental stage ✦ Comply with:
  - ✦ This policy
    - ✦ The [Teachers' Standards](#)
    - ✦ The [Equality Act 2010](#)
    - ✦ The [Human Rights Act 1998](#)
    - ✦ The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:



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- ✦ What they're going to say
- ✦ Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- We **won't**, under any circumstances:
  - ✦ Work with external agencies that take or promote extreme political positions
  - ✦ Use materials produced by such agencies, even if the material itself is not extreme

## Roles and responsibilities

### The Governing Board

The governing board will approve the RSE policy, and hold the Executive Headteacher to account for its implementation.

### The Executive Headteacher

The Executive Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE (see section 9).

### Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- 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 Executive Headteacher.

### Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others





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with respect and sensitivity.

## **Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

In Summer 1, a letter will be sent to all parents to inform them of the upcoming RSE units within Summer 2 and will be provided with the information about withdrawing from particular lessons.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Executive Headteacher.

Alternative school work will be given to pupils who are withdrawn from RSE.

## **Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Executive Headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **Monitoring arrangements**

The delivery of RSE is monitored by the PSHE Lead through:

- Planning and evaluation of RSE lessons
- Learning walks
- Pupil Voice

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

This policy will be reviewed by the PSHE Lead every year. At every review, the policy will be approved by the governing board.

## **Appendix 1: Relationships and Sex Education Curriculum map**



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PSHE including RSE Long Term Plan								
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b>	I am unique, valuable and special!	I am unique, valuable and special!  I am respectful of others.	<b>Relationships</b> - Be Yourself	<b>Relationships</b> - TEAM	<b>Relationships</b> - Be Yourself	<b>Relationships</b> - TEAM	<b>Relationships</b> - Be Yourself	<b>Relationships</b> - TEAM
<b>Autumn 2</b>	I am a member of our Brodetzky Nursery Family!	I am becoming independent.	<b>Relationships</b> - VIPs	<b>Relationships</b> - Digital Wellbeing	<b>Relationships</b> - VIPs	<b>Relationships</b> - Digital Wellbeing	<b>Relationships</b> - VIPs	<b>Relationships</b> - Digital Wellbeing
<b>Spring 1</b>	I can talk about my feelings!	I am able to express my own feelings and think carefully about those of others.	<b>Living in the Wider World</b> - Aiming High	<b>Living in the Wider World</b> - Money Matters	<b>Living in the Wider World</b> - Aiming High	<b>Living in the Wider World</b> - Money Matters	<b>Living in the Wider World</b> - Aiming High	<b>Living in the Wider World</b> - Money Matters
<b>Spring 2</b>	I can make important friendships!	I know how to be healthy and well.	<b>Living in the Wider World</b> - Diverse Britain	<b>Living in the Wider World</b> - One World	<b>Living in the Wider World</b> - Diverse Britain	<b>Living in the Wider World</b> - One World	<b>Living in the Wider World</b> - Diverse Britain	<b>Living in the Wider World</b> - One World
<b>Summer 1</b>	I can make healthy choices!	I am a resilient learner.	<b>Health and Wellbeing</b> - Think Positive	<b>Health and Wellbeing</b> - Safety First	<b>Health and Wellbeing</b> - Think Positive	<b>Health and Wellbeing</b> - Safety First	<b>Health and Wellbeing</b> - Think Positive	<b>Health and Wellbeing</b> - Safety First
<b>Summer 2</b>	I can follow rules and explain why they are important!	I am a resilient learner.	<b>Health and Wellbeing</b> - It's my Body	<b>Health and Wellbeing</b> - Growing Up	<b>Health and Wellbeing</b> - It's my Body	<b>Health and Wellbeing</b> - Growing Up	<b>Health and Wellbeing</b> - It's my Body	<b>Health and Wellbeing</b> - Growing Up

**Year 1** - \*The statements highlighted are the non-statutory lessons.

Year 1	Unit	Outline of Coverage	Objectives
<b>Autumn 1</b>	<b>Relationships</b> - Be Yourself	This unit is inspired by the idea that being comfortable and confident with yourself can support positive mental health and wellbeing.	<ul style="list-style-type: none"> <li>I can talk about what makes me special.</li> <li>I can name some of the different feelings I have and can describe how they feel.</li> </ul>



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		We explore our positive qualities and our individuality. We discuss the different feelings people experience and consider strategies for managing uncomfortable emotions.	<ul style="list-style-type: none"> <li>• I can talk about things I like that make me feel happy.</li> <li>• I can talk about the things that make me feel unhappy or cross and have ideas about what to do when I have these feelings.</li> <li>• I can discuss how change and loss make me feel.</li> <li>• I can share what I think and feel with confidence</li> </ul>
Autumn 2	Relationships - VIPs	This unit focuses on how we can nurture and develop positive and healthy relationships with the very important people in our lives. We will explore who these special people may be and how they can be different for everyone. We will develop strategies for resolving issues as they arise and getting help when we need it.	<ul style="list-style-type: none"> <li>• I can talk about the very important people in my life and explain why they are special.</li> <li>• I can describe why families are important.</li> <li>• I can describe what makes someone a good friend.</li> <li>• I can describe ways to help resolve arguments and disagreements without being unkind.</li> <li>• I can cooperate with others to achieve a task.</li> <li>• I can describe how I can show my special people that I care about them and I understand why this is important</li> </ul>
Spring 1	Living in the Wider World - Aiming High	In this unit, we discuss having high aspirations, celebrating our strengths and how having a positive attitude to learning can help us achieve. Children will have the chance to share their aspirations for the future if they would like to, discuss the importance of equal opportunities and consider difficulties caused by stereotyping.	<ul style="list-style-type: none"> <li>• I can think of star qualities I already have and those I would like to develop.</li> <li>• I can explain how a positive learning attitude can help me.</li> <li>• I can talk about jobs that people can do and tell my friends what I want to be when I grow up.</li> <li>• I can understand that it is a person's interests and skills that make them suited to doing a job.</li> <li>• I can think about things I would like to achieve in the future.</li> <li>• I can think about changes which might happen to me and consider how I feel about them.</li> </ul>
Spring 2	Living in the Wider World - Diverse Britain	This unit is inspired by the positive effect we can each have on the groups and communities to which we belong. We will discuss: • communities, being good neighbours, looking after the local environment. The theme of respect and kindness is central to all learning in this unit as we explore diversity across our society.	<ul style="list-style-type: none"> <li>• I can explain the different forms money comes in.</li> <li>• I can explain where money comes from.</li> <li>• I can explain how to keep money safe and why this is important.</li> <li>• I can explain choices I have about spending money and why it is important to keep track of what I spend.</li> <li>• I can explain the difference between things we want and things we need.</li> <li>• I can explain what happens when we go shopping.</li> </ul>
Summer 1	Health and Wellbeing - Think Positive	This unit supports children to adopt a positive outlook and explores the benefits of this. We develop our understanding of: thoughts and feelings, ways to express emotions and cope with uncomfortable feelings, gratitude, mindfulness.	<ul style="list-style-type: none"> <li>• I can understand how happy thoughts can make me feel good.</li> <li>• I can make good choices and consider the impact of my decisions.</li> <li>• I can set myself goals and consider how to achieve them.</li> <li>• I can discuss my feelings and opinions with others and cope with difficult emotions.</li> <li>• I can discuss things I am thankful for and focus on what I do have, rather than what I don't.</li> <li>• I can focus on what is happening now and how I am feeling.</li> </ul>
Summer 2	Health and Wellbeing - It's my Body	The messages of choice and consent are core to this unit. We will learn about how we can take care of our bodies and make safe choices. Lessons focus on: sleep and exercise, diet, cleanliness, substances (medication).	<ul style="list-style-type: none"> <li>• I know I can choose what happens to my body.</li> <li>• I can make healthy choices about sleep and exercise.</li> <li>• I can make healthy choices about food and drink.</li> <li>• I know how to keep my body clean.</li> <li>• I know what is safe to eat or drink.</li> <li>• I can choose to keep my mind and body healthy and safe.</li> </ul>

Year 2 - \*The statements highlighted are the non-statutory lessons.

Year 2	Unit	Outline of Coverage	Objectives
Autumn 1	Relationships TEAM	The core value of this unit is belonging. It focuses on the rules of our class, school and community and how a positive learning environment creates success for all. Lesson	<ul style="list-style-type: none"> <li>• I can talk about the teams I belong to.</li> <li>• I can be a good listener.</li> <li>• I can explain how to be kind and why it is important.</li> <li>• I can talk about unkind behaviour like teasing and bullying.</li> </ul>



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		coverage includes: behaviour, kindness, good choices, bullying and teasing.	<ul style="list-style-type: none"> <li>• I can explain how to be a positive learner.</li> <li>• I can identify good and not-so-good choices.</li> </ul>
Autumn 2	Relationships - Digital Wellbeing	In this unit, we will explore how to use the Internet safely and responsibly. We consider the many ways the Internet helps us and the importance of balancing our online and offline activities in a healthy way. We will consider risks that we may face on the Internet and how to manage these as well as the fact that not everything we see on the Internet is true.	<ul style="list-style-type: none"> <li>• I can talk about ways in which the Internet is useful.</li> <li>• I know how to balance screen time with other activities and understand why this is important.</li> <li>• I know how to stay safe online.</li> <li>• I can explain why we keep personal information private.</li> <li>• I know how to communicate online in ways that show kindness and respect.</li> <li>• I understand that not everything on the Internet is true.</li> </ul>
Spring 1	Living in the Wider World - Money Matters	In this unit, we will explore what money is and what forms it comes in. Children will discuss: coins and notes, debit cards, smart technology payments, contactless payments, online money transfers. We will discuss what people choose to buy and discuss what is meant by wants and needs. All discussions promote kindness and respect towards the spending decisions of others.	<ul style="list-style-type: none"> <li>• I can explain the different forms money comes in.</li> <li>• I can explain where money comes from.</li> <li>• I can explain how to keep money safe and why this is important.</li> <li>• I can explain choices I have about spending money and why it is important to keep track of what I spend.</li> <li>• I can explain the difference between things we want and things we need.</li> <li>• I can explain what happens when we go shopping.</li> </ul>
Spring 2	Living in the Wider World - One World	This unit is inspired by the fact we can learn from people and their ways of life in different places around the world. Children will explore similarities and differences between their ways of life and that of others, considering: families, school, homes. We will also think about how people around the world use their environment and how we can look after our wonderful world.	<ul style="list-style-type: none"> <li>• I can explore family life in different countries and say how it is the same as mine and how it is different.</li> <li>• I can discuss homes and home life from around the world and say how they are the same as mine and how they are different.</li> <li>• I can explain what it is like to go to school in other countries and say how it is the same as or different from my school.</li> <li>• I can explore places where people live which are different from where I live.</li> <li>• I can think about how people use things from the Earth and what problems this can cause.</li> <li>• I can say why it is important to care for the Earth and identify how I can help protect it.</li> </ul>
Summer 1	Health and Wellbeing - Safety First	We will learn about dangers and how to keep ourselves safe by making informed decisions. Lessons focus on staying safe: outside, in the home, online, around strangers. Children learn about The Underwear Rule, which includes information about inappropriate touching and knowing that what is covered by underwear is private. Children will also learn about who can help us as and when we need it.	<ul style="list-style-type: none"> <li>• I know how to stay safe and who can help if I feel unsafe.</li> <li>• I know how to stay safe at home.</li> <li>• I know how to stay safe when I am out and about.</li> <li>• I can keep myself safe in different situations with people I don't know.</li> <li>• I know what I can share and what I should keep private to keep myself and others safe.</li> <li>• I know who to go to if I need help.</li> </ul>
Summer 2	Health and Wellbeing - Growing Up	In this unit, we learn about how we change physically and emotionally as we grow. We will explore how we show respect to our own and others' bodies and what consent means. We learn about stereotypes and different types of families as well as how changes around us affect our emotions.	<ul style="list-style-type: none"> <li>• I can name the main parts of boys' and girls' bodies.</li> <li>• I understand how to respect my own and other people's bodies.</li> <li>• I understand that we are all different and different people like different things.</li> <li>• I can talk about my family and others' families.</li> <li>• I can describe how I will change as I get older.</li> <li>• I can describe things that might change in a person's life and how it might make them feel.</li> </ul>

Year 3 - \*The statements highlighted are the non-statutory lessons.

Year 3	Unit	Outline of Coverage	Objectives
Autumn 1	Relationships - Be Yourself	This unit continues to promote a positive sense of self, building on the foundations laid in the KS1 unit of the same name. It explores strategies for managing uncomfortable	<ul style="list-style-type: none"> <li>• I can say the things about myself that I am proud of.</li> <li>• I can identify the feelings I have and describe how different emotions feel.</li> </ul>



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		situations and being assertive when needed while maintaining respectful relationships. It considers the role of the media in promoting a particular image and supports children to view these more analytically.	<ul style="list-style-type: none"> <li>• I can describe different ways to cope with any uncomfortable feelings I may have and understand why this is important.</li> <li>• I know how to be assertive.</li> <li>• I can explore messages given by the media and decide if they are helpful or harmful.</li> <li>• I can identify different strategies I can use if I make a mistake</li> </ul>
Autumn 2	Relationships - VIPs	This unit focuses on the special people in our lives whom we call friends. It explores how friendships are formed and maintained and what qualities are important in a friend. We will also discuss disputes, bullying and strategies to manage each of these.	<ul style="list-style-type: none"> <li>• I can explain the importance of respecting my VIPs.</li> <li>• I can explain how to make and keep fabulous friends.</li> <li>• I can identify my own support network.</li> <li>• I can demonstrate strategies for resolving conflicts.</li> <li>• I can identify what bullying is.</li> <li>• I know what to do if someone is being bullied.</li> </ul>
Spring 1	Living in the Wider World - Aiming High	In this unit, we will look at the attitudes that help us to succeed and explore how a growth mindset can improve our learning outcomes. We will think a little bit about resilience and how we can break down aims to set ourselves short, medium and long-term targets and achieve our goals	<ul style="list-style-type: none"> <li>• I can identify achievements and suggest how my actions can help me to achieve.</li> <li>• I can identify personal goals and suggest actions that I can take to achieve them.</li> <li>• I can explain how a positive learning attitude can help me to learn new things.</li> <li>• I can identify the skills and attributes needed to do certain jobs.</li> <li>• I understand that we should all have equal opportunities to follow our career ambitions.</li> <li>• I can discuss what job I might like to do when I grow up and what skills I will need to achieve this.</li> </ul>
Spring 2	Living in the Wider World - Diverse Britain	This unit is inspired by and celebrates the fact that we live in a multicultural, diverse and democratic society. This promotes respect for differences between people and explores British values, such as rules, the law, liberty, democracy.	<ul style="list-style-type: none"> <li>• I can describe what it is like to live in the British Isles.</li> <li>• I can talk about what democracy is and understand why it is important.</li> <li>• I can talk about what rules and laws are and identify how they help us.</li> <li>• I can talk about what liberty means and I can identify the rights of British people.</li> <li>• I can describe a diverse society and talk about why it is important.</li> <li>• I can explain what being British means to me and to others.</li> </ul>
Summer 1	Health and Wellbeing - Think Positive	This unit builds on the foundations of positive thinking covered in the KS1 unit and further develops children's strategies to: understand our feelings, cope with and manage difficult emotions, learn how to support feelings of calm, develop a growth mindset, mindfulness, take responsibility for our decisions.	<ul style="list-style-type: none"> <li>• I understand that having a positive attitude is good for our mental health.</li> <li>• I can recognise and manage positive and negative thoughts effectively.</li> <li>• I understand that some changes can be difficult but that there are things we can do to cope.</li> <li>• I can use mindfulness techniques to keep calm.</li> <li>• I can identify uncomfortable emotions and manage them effectively.</li> <li>• I can apply a positive attitude towards learning and take on new challenges.</li> </ul>
Summer 2	Health and Wellbeing - It's my Body	Building on the foundations from the KS1 unit, in this unit, we will explore the different strategies which help us to take care of ourselves regarding: cleanliness, sleep and exercise, diet, substances. The focus on consent and respect remains central to the unit and children are invited to consider who their trusted adults are, for times when we need additional support.	<ul style="list-style-type: none"> <li>• I know it's a mitzvah to look after my body and I can get help with any concerns.</li> <li>• I know how to keep my body healthy.</li> <li>• I know why it is important to get enough sleep.</li> <li>• I understand the importance of hygiene and what to do if I feel unwell.</li> <li>• I know how to take medicine safely and keep safe around drugs.</li> <li>• I know how to make better choices and choose healthy habits.</li> </ul>

Year 4 - \*The statements highlighted are the non-statutory lessons.

Year 4	Unit	Outline of Coverage	Objectives
Autumn 1	Relationships - TEAM	This unit is well placed to be taught at the start of the new academic year as it explores	<ul style="list-style-type: none"> <li>• I can talk about changes and how they might make me feel.</li> <li>• I can explain how and why we should work well as a team.</li> </ul>



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		challenges that come with a new class, new school or new year group and ways we can manage these. It introduces ways we can work through conflict within our teams and promotes discussion of feelings and emotions.	<ul style="list-style-type: none"> <li>• I can describe how my actions and behaviour affect my team.</li> <li>• I can pay attention to and respond considerately to others.</li> <li>• I can describe why disputes might happen and strategies to resolve them.</li> <li>• I can talk about my responsibilities towards my team.</li> </ul>
Autumn 2	Relationships - Digital Wellbeing	In this unit, we will continue to explore safe, responsible Internet use. We will look at online relationships including cyberbullying, online stranger danger and social media interactions that may create peer pressure. We will consider privacy issues such as passwords, personal information and sharing or forwarding videos or content and how we can manage these responsibly.	<ul style="list-style-type: none"> <li>• I can identify the positives and negatives of being online.</li> <li>• I can be kind online and I can help make the Internet a safer place. • I know how to stay safe when communicating online and what to do if I don't feel safe.</li> <li>• I can decide how reliable online information is and know how to share information responsibly online.</li> <li>• I can identify things we shouldn't share online and give reasons why we shouldn't share them.</li> <li>• I understand how technology can affect our wellbeing in different ways.</li> </ul>
Spring 1	Living in the Wider World - Money Matters	This unit builds on learning from KS1 about different types of money and reasons we need to spend. It delves deeper, by exploring how we can plan our spending with budgets and keep track of what we spend, and what happens if people cannot afford what they need. This touches on the idea of borrowing money and debt, considering the emotional impact of this.	<ul style="list-style-type: none"> <li>• I can explain what skills are needed for a range of jobs and why people go to work.</li> <li>• I can explain the different ways people pay for things.</li> <li>• I can discuss financial risk and borrowing and explain some consequences of this.</li> <li>• I understand the different decisions people have to make about how to spend their money.</li> <li>• I can explain how adverts try to influence our spending and why they do this.</li> <li>• I can explain ways I can keep track of what I spend and why it is important to do this.</li> </ul>
Spring 2	Living in the Wider World - One World	This unit of work focuses on the fact that people's opportunities and life experiences differ throughout the world and encourages children to consider how we can have a positive effect on others by being an active global citizen. We will discuss issues such as stereotypes, inequality, climate change and fair trade. The unit centres around a fictional character called China from Malawi.	<ul style="list-style-type: none"> <li>• I can discuss ways in which people's lives are similar and different and give reasons for these differences.</li> <li>• I can explore differences of opinion and identify if I feel these are fair.</li> <li>• I can think about the lives of people living in other places, make considered decisions and give reasons for my opinions.</li> <li>• I can recognise how my actions impact on people living in different countries and can identify things I can do to make the world a fairer place.</li> <li>• I can explain what climate change is and how it affects people's lives as well as identify what I can do to help.</li> <li>• I can identify different organisations that help people in different countries who are in challenging situations and can explain how they do this.</li> </ul>
Summer 1	Health and Wellbeing - Safety First	In this unit, we will explore ways we can take more responsibility for our own safety as we grow up. We will discuss decisions we can make to help protect ourselves and strategies for dealing with peer pressure. We will consider everyday hazards, risks and dangers and how to manage these. We will consider safety around: rail, water, road, substances. Children will also discuss basic first aid and how to respond in an emergency situation.	<ul style="list-style-type: none"> <li>• I can be responsible for making good choices to stay safe and healthy.</li> <li>• I can identify a risky situation and act responsibly.</li> <li>• I understand that I can choose not to do something that makes me feel uncomfortable.</li> <li>• I know how to stay safe when out and about.</li> <li>• I know about dangerous substances and how they affect the human body.</li> <li>• I know how to respond in emergency situations.</li> </ul>
Summer 2	Health and Wellbeing - Growing Up	Building on the KS1 unit on this topic, we will learn about different parts of the male and female bodies and the part they play in the reproductive process. We will explore how we change physically and emotionally as we grow and consider relationships and families.	<ul style="list-style-type: none"> <li>• I can describe male and female body parts and explain what these are for;</li> <li>• I can describe how boys' bodies will change as they go through puberty;</li> <li>• I can describe how girls' bodies will change as they go through puberty;</li> </ul>





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		<ul style="list-style-type: none"> <li>• I can describe the feelings that some people experience as they grow up;</li> <li>• I understand that there are many different types of relationships and families;</li> <li>• I can describe how babies are made and how they are born.</li> </ul>
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**Year 5** - \*The statements highlighted are the non-statutory lessons.

Year 5	Unit	Outline of Coverage	Objectives
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Autumn 1	Relationships - Be Yourself	This unit continues to celebrate children's individuality and promotes the idea that we are all unique. We will look at how making positive choices can help us to do the right thing and how we can manage uncomfortable feelings and peer pressure.	<ul style="list-style-type: none"> <li>I can explain why everyone is unique and understand why this should be celebrated and respected.</li> <li>I can explain why I should share my own thoughts and feelings and I know how to do this.</li> <li>I can explore uncomfortable feelings and understand how to manage them.</li> <li>I can understand why we sometimes feel shy or nervous and know how to manage these feelings.</li> <li>I can identify when I might have to make different choices from those around me.</li> <li>I can explore how it feels to make a mistake and describe how I can make amends.</li> </ul>
Autumn 2	Relationships - VIPs	This unit continues to build on and help children to understand the close relationships which we are a part of, particularly focusing on family and friends. In this unit, we will explore: conflicts and resolutions, secrets and dares, healthy and unhealthy relationships.	<ul style="list-style-type: none"> <li>I can explain how VIPs who love and care for each other should treat each other.</li> <li>I can identify different ways to calm down when I am feeling angry or upset.</li> <li>I understand that people have different opinions that should be respected.</li> <li>I can identify negative influences on my behaviour and suggest ways that I can resist these influences.</li> <li>I can explain when it is right to keep a secret, when it is not and who to talk to about this.</li> <li>I can recognise healthy and unhealthy relationships.</li> </ul>
Spring 1	Living in the Wider World - Aiming High	In the context of achievements, aspirations and opportunities, children will have the chance to explore their own preferred learning style and consider what helps them to succeed. We will consider obstacles and barriers people face when learning and how we can work to overcome these. We will discuss what opportunities children have now and what opportunities they will have in the future and will also consider the damaging effects of stereotypes in the world of work.	<ul style="list-style-type: none"> <li>I can understand how people learn new things and achieve certain goals.</li> <li>I can understand that a helpful attitude towards learning can help us succeed in life.</li> <li>I can identify opportunities that may become available to me in the future and I am aware of how to make the most of them.</li> <li>I can understand that gender, race and social class do not determine what jobs people can do.</li> <li>I can understand there are a variety of routes into different jobs which may match my skills and interests.</li> <li>I can discuss my goals for the future and the steps I need to take to achieve them.</li> </ul>
Spring 2	Living in the Wider World - Diverse Britain	This unit is inspired by the idea that Britain represents a wide range of faiths and ethnicities and that the structures within it are there to support all. We will explore how local and national governments work and how we can make a positive contribution to our communities and to wider society.	<ul style="list-style-type: none"> <li>I can talk about the range of faiths and ethnicities in our nation and identify ways of showing respect to all people.</li> <li>I can explain what a community is and what it means to belong to one.</li> <li>I can explain why and how laws are made and identify what might happen if laws are broken.</li> <li>I can discuss the terms democracy and human rights in relation to local government.</li> <li>I can discuss the terms democracy and human rights in relation to national government.</li> <li>I can investigate what charities and voluntary groups do and how they support the community.</li> </ul>
Summer 1	Health and Wellbeing - Think Positive	This unit aims to further develop children's confidence in discussing their thoughts, feelings and behaviours. Using distancing techniques, we will promote discussion of scenarios and consider how people's thoughts may affect how they feel and behave. We will explore strategies that can help us to manage uncomfortable feelings and help us to build positive thinking and resilience.	<ul style="list-style-type: none"> <li>I understand the link between thoughts, feelings and behaviours.</li> <li>I understand the concept and impact of positive thinking.</li> <li>I can recognise and manage uncomfortable feelings.</li> <li>I understand the importance of making good choices.</li> <li>I can use mindfulness techniques in my everyday life.</li> <li>I can apply a growth mindset in my everyday life.</li> </ul>





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Summer 2	<b>Health and Wellbeing - It's my Body</b>	<p>This unit builds on the ways we can take care of our bodies and explores consent and autonomy. We will learn about body image, stereotypes and substances which can be harmful to our bodies. We will also discuss pressures we may face, where these pressures may come from and ways we can resist them.</p>	<ul style="list-style-type: none"><li>• I know that my body belongs to me and that I have control over what happens to it.</li><li>• I understand why getting enough exercise and enough sleep is important.</li><li>• I understand how to take care of my body.</li><li>• I understand the harmful effects of using drugs, including alcohol and tobacco.</li><li>• I understand what a positive body image is.</li><li>• I can make informed choices in order to look after my physical and mental health.</li></ul>
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**Year 6** - \*The statements highlighted are the non-statutory lessons.

Year 6	Unit	Outline of Coverage	Objectives
<b>Autumn 1</b>	<b>Relationships - TEAM</b>	This unit builds on the importance of belonging and feeling secure in our various teams and communities by considering the positive qualities of a team. We will explore how to disagree respectfully and how to communicate effectively as well as how to collaborate and compromise. This unit also reflects on how we can manage and deal with bullying and unkind behaviour.	<ul style="list-style-type: none"> <li>• I can talk about the attributes of a good team.</li> <li>• I can accept that people have different opinions and know that I can politely disagree with others and offer my own opinion.</li> <li>• I can compromise and collaborate to ensure a task is completed.</li> <li>• I can reflect on the need to care for individuals within a team.</li> <li>• I can identify hurtful behaviour and suggest ways I can help.</li> <li>• I can understand the importance of shared responsibilities in helping a team to function successfully.</li> </ul>
<b>Autumn 2</b>	<b>Relationships - Digital Wellbeing</b>	In this unit, we will consider how to look after our wellbeing when using technologies. We will consider risks and look at strategies for using the Internet safely and responsibly. This includes understanding what healthy and positive online communication looks like. We will explore ways we can get help if needed and the importance of doing this if something makes us uncomfortable. We will also explore cyberbullying, social media and fake news.	<ul style="list-style-type: none"> <li>• I can identify the benefits of the Internet and know how to look after my digital wellbeing.</li> <li>• I know how to stay safe, healthy and happy online and when I use digital technology.</li> <li>• I know how to develop safe, respectful and healthy online relationships and can recognise the signs of inappropriate and harmful online relationships.</li> <li>• I know how to use social media responsibly to protect the health, wellbeing and rights of all.</li> <li>• I know what online bullying is and what to do if I see or experience it to help make it stop.</li> <li>• I understand not all information online is true and know how to assess the reliability of both text and images.</li> </ul>
<b>Spring 1</b>	<b>Living in the Wider World - Money Matters</b>	This unit will explore money in the wider world and the consequences of our spending and saving. Children will consider why people might decide to borrow money and the impact this can have as well as what financial risks are and ways these can be avoided if possible. The unit discusses what ethical spending is and ways spending can positively affect the people and environment around us and in the wider world. This includes lots of options from charity shop donations to fair trade, all grounded in the foundations of viewing other people's spending decisions with kindness and respect.	<ul style="list-style-type: none"> <li>• I can explain some financial risks and discuss how to avoid them.</li> <li>• I understand how retailers try to influence our spending.</li> <li>• I can discuss the spending decisions people have to make.</li> <li>• I can explain why budgeting can be helpful and how a budget can be made.</li> <li>• I can discuss the impact money can have on people's emotional wellbeing.</li> <li>• I can explain the impact spending has on our environment.</li> </ul>
<b>Spring 2</b>	<b>Living in the Wider World - One World</b>	This unit is inspired by the concept of global citizenship and supports children to grow as active, responsible citizens, considering our wonderful world and how we can positively affect it by the choices we make. We will learn about: sustainability, biodiversity, global warming, natural resources. All this learning will hold central the consideration of what we can do to make the world a better place.	<ul style="list-style-type: none"> <li>• I can talk about and understand how we can be responsible global citizens.</li> <li>• I can describe what global warming is and what we can do to help prevent it from getting worse.</li> <li>• I can explain how our energy use can harm the environment and describe what we can do to help.</li> <li>• I can describe how we can use water responsibly and understand the importance of doing this.</li> <li>• I can understand what biodiversity is and explain the importance of doing all we can to encourage it.</li> <li>• I can make choices which make the world a better place and that help people across the world.</li> </ul>
<b>Summer 1</b>	<b>Health and Wellbeing - Safety First</b>	This unit will continue to look at various risks, hazards and dangers both inside and outside the home. This time, the unit will develop children's understanding by considering how we	<ul style="list-style-type: none"> <li>• I can take responsibility for my own safety.</li> <li>• I can assess and manage risks in different situations.</li> <li>• I can confidently identify and manage pressure to get involved in risky situations.</li> <li>• I can act sensibly and responsibly in an emergency.</li> </ul>



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		can take responsibility for our own safety and how to make informed, responsible decisions which keep us safe. This unit covers safety around: rail, road, water, fireworks, dangerous substances, medicines.	<ul style="list-style-type: none"> <li>• I can identify hazards and reduce risks to keep myself and others safe at home.</li> <li>• I know how to stay safe in different outdoor environments.</li> </ul>
Summer 2	Health and Wellbeing - Growing Up	This topic builds on children's knowledge of how we grow and change, both physically and emotionally. It explores the different types of relationships that people have, discusses the journey from conception to birth in human reproduction. We will also explore what it means to have a positive body image.	<ul style="list-style-type: none"> <li>• I can describe the changes that people's bodies go through during puberty and how we can look after our changing bodies.</li> <li>• I can describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings.</li> <li>• I recognise that many things affect the way we feel about ourselves and I understand that there is no such thing as an ideal kind of body.</li> <li>• I understand what a loving relationship is and that there are many types of relationships.</li> <li>• I can describe the process of human reproduction, from conception to birth.</li> </ul>



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## Appendix 2: By the end of primary school pupils should know

Topic	Knowledge
Families and people who care about me	<ul style="list-style-type: none"> <li>- That families are important for children growing up because they can give love, security and stability</li> <li>- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring Friendships	<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>- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</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 manage these situations and how to seek help or advice from others, if needed</li> </ul>
Respectful Relationships	<ul style="list-style-type: none"> <li>- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>- Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>- The conventions of courtesy and manners</li> <li>- The importance of self-respect and how this links to their own happiness</li> <li>- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <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> <li>- What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>- The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online Relationships	<ul style="list-style-type: none"> <li>- That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>- 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</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 have never met</li> <li>- How information and data is shared and used online</li> </ul>



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Being Safe	<ul style="list-style-type: none"><li>- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li><li>- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li><li>- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li><li>- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li><li>- How to recognise and report feelings of being unsafe or feeling bad about any adult</li><li>- How to ask for advice or help for themselves or others, and to keep trying until they are heard</li><li>- How to report concerns or abuse, and the vocabulary and confidence needed to do so</li><li>- Where to get advice e.g. family, school and/or other sources</li></ul>
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### Appendix 3: 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



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Agreed actions from discussion with parents	