



# Relationships and Sex Education Policy

## Wooden Hill Primary and Nursery School



<b>Approved by:</b>	Governing Board	<b>Date:</b> 20/10/21
<b>Next review due by:</b>	October 2022	
<b>Signed Headteacher:</b>		
<b>Signed Chair of Governors:</b>		

## 1. Aims

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

- › Provide a framework in which sensitive discussions can take place
- › Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Create a positive culture around issues of sexuality and relationships
- › Teach pupils the correct vocabulary to describe themselves and their bodies

## 2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

However, 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.

At Wooden Hill Primary and Nursery School we teach RSE as set out in this policy.

## 3. Policy development

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

1. Review –views were sought on the current provision from staff and parents. This was done via email during lockdown.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were invited to comment on the policy.
4. Ratification – once amendments were made, the policy was shared with governors and ratified.

## 4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. In addition to what is covered in the science curriculum, we also teach about puberty to Year 5 and teach sex education to Year 6.

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

RSE is not about the promotion of sexual activity.

## 5. Curriculum

Our 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 and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings (Year 5)
- How a baby is conceived and born (Year 6)

Our Foundation Stage (both Nursery and Reception) have a key role to play in preparing our children for relationships education. It is the role of all Foundation Stage staff to challenge stereotypes whenever they arise (gender, family, home circumstances etc.) and to ensure that the books available for children cover a range of home circumstances. It is important for staff to continually emphasise that families are all different but share common features. Teaching in Foundation Stage will also include staying safe online using Jessie and Friends ([www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)) episode 1.

Online safety is taught in terms of online relationships in KS1 using Jessie and Friends ([www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)) covered in PSHE units on keeping safe. In KS2, internet safety is taught using Be Internet Legends ([www.beinternetlegends.withgoogle.com](http://www.beinternetlegends.withgoogle.com)). This teaches internet safety in stand-alone lessons delivered at the beginning of each year. Elements of online safety are then referred to in health and wellbeing units throughout the year.

For more information about our curriculum, see our curriculum map in Appendix 1.

## 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions in Year 5 and Year 6 which include the biological aspects of RSE beyond the science curriculum. Parents have the right to withdraw their child from these lessons. Sex education is a very small part of our RSE curriculum which focuses significantly on relationships. The majority of our sex-education lessons are taught to mixed gender groups. An opportunity should also be given for some discussion in separate gender groups.

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

For more information about our RSE curriculum, see Appendices 1,2, 3 and 4.

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

Female Genital Mutilation (FGM) is not currently in our RSE curriculum. This decision will be reviewed annually and may change if our demographic alters.

## 7. Roles and responsibilities

### 7.1 The governing board

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

## **7.2 The Headteacher**

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of RSE (see section 8).

## **7.3 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-science components of RSE

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

Staff must avoid personal bias or promote any views when teaching RSE.

It is important that the PSHE scheme of work is followed carefully by staff and is taught consistently in order to include all statutory content.

## **7.4 Pupils**

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

## **8. 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-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 5 of this policy and addressed to the Headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

## **9. Training**

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

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

## **10. Monitoring arrangements**

The delivery of RSE is monitored by the deputy Headteacher through:

- Learning walks
- Planning scrutiny

- Discussions with teachers
- 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 Deputy Headteacher annually. At every review, the policy will be approved by the governing board.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Autumn 1	<p>Who is special to us?</p> <ul style="list-style-type: none"> <li>• that family is one of the groups they belong to, as well as, for example, school, friends, clubs</li> <li>• about the different people in their family / those that love and care for them</li> <li>• what their family members, or people that are special to them, do to make them feel loved and cared for</li> <li>• how families are all different but share common features – what is the same and different about them</li> <li>• about different features of family life, including what families do / enjoy together</li> <li>• that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried</li> </ul>	Medway Public Health Directorate- Primary RSE lesson 1 'My special people'
Year 1	Spring 1	<p>What is the same and different about us?</p> <ul style="list-style-type: none"> <li>• what they like/dislike and are good at</li> <li>• what makes them special and how everyone has different strengths</li> <li>• how their personal features or qualities are unique to them</li> <li>• how they are similar or different to others, and what they have in common</li> <li>• to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private</li> </ul>	<p>Medway Public Health Directorate- Primary RSE lesson 3 'Everybody's body'</p> <p>NSPCC- The underwear rule resources (PANTS)</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Spring 1	KS1 (Y1) Science: Identify, name, draw and label the basic parts of the human body (external) and say which part of the body is associated with each sense.	
Year 1	Summer 1	Who helps to keep us safe? <ul style="list-style-type: none"> <li>• that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people</li> <li>• who can help them in different places and situations; how to attract someone's attention or ask for help; what to say</li> <li>• how to respond safely to adults they don't know</li> <li>• what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard</li> <li>• how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say</li> </ul>	
Year 1	Summer 1	Online safety unit keeping safe online- sharing pictures	Jessie and Friends ( <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a> ) episode 2.
Year 2	Autumn 1	What makes a good friend? <ul style="list-style-type: none"> <li>• how to make friends with others</li> <li>• how to recognise when they feel lonely and what they could do about it</li> <li>• how people behave when they are being friendly and what makes a good friend</li> <li>• how to resolve arguments that can occur in friendships</li> <li>• how to ask for help if a friendship is making them unhappy</li> </ul>	Medway Public Health Directorate- Primary RSE lesson KS2 Y3 'Friendship'

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	Autumn 2	<p>What is bullying?</p> <ul style="list-style-type: none"> <li>• how words and actions can affect how people feel</li> <li>• how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe</li> <li>• why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable</li> <li>• how to respond if this happens in different situations</li> <li>• how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so</li> </ul>	
Year 2	Spring 2	<p>What helps us to stay safe?</p> <ul style="list-style-type: none"> <li>• how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them</li> <li>• how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets</li> <li>• how not everything they see online is true or trustworthy and that people can pretend to be someone they are not</li> <li>• how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them</li> </ul>	
Year 2	Spring 2	<p>Online safety unit Keeping safe online- playing games</p>	Jessie and Friends ( <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a> ) episode 3.



YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	Summer 2	<p>How do we recognise our feelings?</p> <ul style="list-style-type: none"> <li>• how to recognise, name and describe a range of feelings</li> <li>• what helps them to feel good, or better if not feeling good</li> <li>• how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)</li> <li>• how feelings can affect people in their bodies and their behaviour</li> <li>• ways to manage big feelings and the importance of sharing their feelings with someone they trust</li> <li>• how to recognise when they might need help with feelings and how to ask for help when they need it</li> </ul>	PSHE Association-Mental health and wellbeing Lesson 1
Year 2	Summer 2	<p>KS1 (Y2) Science:</p> <p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	Autumn 1	<p>How can we be good friends?</p> <ul style="list-style-type: none"> <li>• how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded</li> <li>• how to recognise if others are feeling lonely and excluded and strategies to include them</li> <li>• how to build good friendships, including identifying qualities that contribute to positive friendships</li> <li>• that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences</li> <li>• how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support</li> </ul>	
Year 3	Autumn 1	<p>Online Safety Unit-Be Internet Legends Lesson 1 and lesson 2 (Be internet secure and be internet kind)</p>	<a href="http://www.beinternetlegends.withgoogle.com">www.beinternetlegends.withgoogle.com</a>
Year 3	Spring 1	<p>What are families like?</p> <ul style="list-style-type: none"> <li>• how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)</li> <li>• how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays</li> <li>• how people within families should care for each other and the different ways they demonstrate this</li> </ul> <p>how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	Summer 1	<p>What keeps us safe?</p> <ul style="list-style-type: none"> <li>• that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable</li> <li>• how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)</li> </ul>	NSPCC- The underwear rule resources (PANTS)
Year 4	Autumn 1	<p>How do we treat each other with respect?</p> <ul style="list-style-type: none"> <li>• how people's behaviour affects themselves and others, including online</li> <li>• how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return</li> <li>• about the relationship between rights and responsibilities</li> <li>• about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)*</li> <li>• the rights that children have and why it is important to protect these*</li> <li>• that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination</li> <li>• how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns</li> </ul>	Premier League Primary Stars- Play the Right Way- Inclusion
Year 4	Autumn 1	<p>Online Safety Unit-Be Internet Legends Lesson 1 and lesson 2 (Be internet secure and be internet kind)</p>	<a href="http://www.beinternetlegends.withgoogle.com">www.beinternetlegends.withgoogle.com</a>
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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 4	Summer 2	<p>How can we manage risk in different places?</p> <ul style="list-style-type: none"> <li>• how to recognise, predict, assess and manage risk in different situations</li> <li>• how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence</li> <li>• how people's online actions can impact on other people</li> <li>• how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online</li> <li>• how to report concerns, including about inappropriate online content and contact</li> <li>• that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law</li> </ul>	NSPCC Share Aware
Year 4	Summer 2	<p><u>Y4- introduction to puberty</u></p> <p>Describe the changes as humans develop to old age. Pupils should draw a timeline to indicate stages in the growth and development of humans. (Y5 science curriculum).</p>	NSPCC- The underwear rule resources (PANTS)

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	Autumn 1	<p>What makes up our identity?</p> <ul style="list-style-type: none"> <li>• how to recognise and respect similarities and differences</li> <li>• between people and what they have in common with others</li> <li>• that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)</li> <li>• how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)</li> <li>• about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others</li> <li>• how to challenge stereotypes and assumptions about others</li> </ul>	<p>Premier League Primary Stars- Developing Values</p> <p>PSHE Association- Inclusion, Belonging and Addressing Extremism (KS2 Y5-6) 'Stereotypes'</p>
Year 5	Autumn 1	<p>Online Safety Unit-Be Internet Legends Lesson 3 (Be internet sharp- think before you share) and lesson 4 (Be internet alert-check it's for real)</p>	<p><a href="http://www.beinternetlegends.withgoogle.com">www.beinternetlegends.withgoogle.com</a></p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	Spring 2	<p>How can friends communicate safely?</p> <ul style="list-style-type: none"> <li>• about the different types of relationships people have in their lives</li> <li>• how friends and family communicate together; how the internet and social media can be used positively</li> <li>• how knowing someone online differs from knowing someone face-to-face</li> <li>• how to recognise risk in relation to friendships and keeping safe</li> <li>• about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family</li> <li>• how to respond if a friendship is making them feel worried, unsafe or uncomfortable</li> <li>• how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety</li> </ul>	Thinkuknow-Play, Like, Share
Year 5	Summer 2	<p>KS2 Y5 science:</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals. Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.</p> <p>Describe the changes as humans develop to old age. Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	Summer 2	<p>How will we grow and change?</p> <ul style="list-style-type: none"> <li>• about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams</li> <li>• how puberty can affect emotions and feelings</li> <li>• how personal hygiene routines change during puberty</li> <li>• how to ask for advice and support about growing and changing and puberty</li> </ul> <p>Sex Education within RSE-See Appendix 3 for further detail</p>	<p>Medway Public Health Directorate- Primary RSE lesson KS2 Y4/5 'Puberty'</p> <p>Living and Growing (Channel 4) Unit 2 'Changes'</p>
Year 6	Autumn	<p>How can we keep healthy as we grow?</p> <ul style="list-style-type: none"> <li>• how mental and physical health are linked</li> <li>• how positive friendships and being involved in activities such as clubs and community groups support wellbeing</li> <li>• how to make choices that support a healthy, balanced lifestyle</li> <li>• that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one</li> <li>• how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them</li> <li>• how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school</li> <li>• that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on</li> <li>• that anyone can experience mental ill-health and to discuss concerns with a trusted adult</li> <li>• that mental health difficulties can usually be resolved or managed with the right strategies and support</li> </ul>	<p>PSHE Association Mental Health and Wellbeing (KS2 Y5/Y6)</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6	Autumn 1	Online Safety Unit-Be Internet Legends Lesson 5 (Be internet secure- protect your stuff) and lesson 6 (Be internet kind-respect each other)	<a href="http://www.beinternetlegends.withgoogle.com">www.beinternetlegends.withgoogle.com</a>
Year 6	Spring	How can the media influence people? <ul style="list-style-type: none"> <li>• how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions</li> <li>• that not everything should be shared online or social media and that there are rules about this, including the distribution of images</li> <li>• that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions</li> <li>• how text and images can be manipulated or invented; strategies to recognise this</li> <li>• to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts</li> <li>• to recognise unsafe or suspicious content online and what to do about it</li> <li>• how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them</li> <li>• how to make decisions about the content they view online or in the media and know if it is appropriate for their age range</li> <li>• how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue</li> <li>• to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have</li> <li>• to discuss and debate what influences people's decisions, taking into consideration different viewpoints</li> </ul>	PSHE Association- Inclusion, Belonging and Addressing Extremism (KS2 Y5-6) 'Extremism'  Rise above-Public Health England



YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6	Summer	<p>What will change as we become more independent? How do friendships change as we grow?</p> <ul style="list-style-type: none"> <li>• that people have different kinds of relationships in their lives, including romantic or intimate relationships</li> <li>• that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another</li> <li>• that adults can choose to be part of a committed relationship or not, including marriage or civil partnership</li> <li>• that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime</li> <li>• how puberty relates to growing from childhood to adulthood</li> <li>• about the reproductive organs and process - how babies are conceived and born and how they need to be cared for</li> <li>• that there are ways to prevent a baby being made</li> <li>• how growing up and becoming more independent comes with increased opportunities and responsibilities</li> <li>• how friendships may change as they grow and how to manage this</li> <li>• how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing</li> </ul> <p>Sex Education within RSE-See Appendix 3 for further detail</p>	<p>Medway Public Health Directorate – Primary RSE (Y6) lessons</p> <p>Living and Growing (Channel 4) Unit 3 ‘Girl Talk’, ‘Boy Talk’ and ‘Let’s Talk About Sex’</p>

## Appendix 2: Full PSHE Long Term Overview

	Relationships	Health and wellbeing	Living in the Wider World			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Who is special to us?	What helps us stay healthy?	What is the same and different about us?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What helps us grow and stay healthy?	What helps us to stay safe?	What jobs do people do?	How do we recognise our feelings?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health? What jobs would we like?	How will we grow and change?
Year 6	How can the media influence people?			What will change as we become more independent? How do friendships change as we grow?		

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Who is special to us?	What helps us stay healthy?	What is the same and different about us?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What helps us grow and stay healthy?	What helps us to stay safe?	What jobs do people do?	How do we recognise our feelings?
Year 3	How can we be a good friend?	Why should we eat well and look after our teeth?	What are families like?	What makes a community?	What keeps us safe?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others?	How can we manage risk in different places??
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health? What jobs would we like?	How will we grow and change?

Year 6	<b>How can we keep healthy as we grow?</b>	<b>How can the media influence people?</b>	<b>What will change as we become more independent? How do friendships change as we grow?</b>
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**Appendix 3: Sex Education Within RSE- (lessons where parents can choose to withdraw their child)**

<p>Year 5</p> <p>How will we grow and change?</p>	<p><u>Puberty and Change</u></p> <p><u>Lesson 1</u></p> <ul style="list-style-type: none"> <li>• identify some of the physical changes that happen to bodies during puberty</li> <li>• explain that puberty begins and ends at different times for different people</li> <li>• use scientific vocabulary for external male and female body parts/genitalia</li> </ul> <p><u>Lesson 2</u></p> <ul style="list-style-type: none"> <li>• use scientific vocabulary for external and internal male and female body parts</li> <li>• explain what happens during menstruation (periods)</li> <li>• explain what is meant by ejaculation and wet dreams</li> </ul> <p><u>Lesson 3</u></p> <ul style="list-style-type: none"> <li>• explain how and why it is important to keep clean during puberty</li> <li>• describe ways of managing physical change during puberty</li> <li>• respond to questions and give advice to others about puberty</li> </ul>
<p>Year 6</p> <p>What will change as we become more independent? How do friendships change as we grow?</p>	<p><u>How a Baby is Conceived and Born</u></p> <p><u>Lesson 1- Puberty recap from Year 5</u></p> <ul style="list-style-type: none"> <li>• describe the physical and emotional changes that occur during puberty and how to manage these</li> <li>• identify myths and facts about puberty, and what is important for a young person to know</li> <li>• demonstrate how to begin conversations (or ask questions) about puberty with people that can help us</li> </ul> <p><u>Lesson 2</u></p> <ul style="list-style-type: none"> <li>• identify the links between love, committed relationships / marriage, and conception</li> <li>• explain what sexual intercourse is, and explain that this may be one part of an intimate relationship between consenting adults</li> </ul>

	<ul style="list-style-type: none"> <li>• explain what pregnancy means, how long it lasts, and where it occurs, i.e. that a baby is made when a sperm (male) meets an egg /ovum (female) and then the fertilised egg settles into the lining of the uterus (or womb) (female)</li> </ul> <p><i>Conception myths- conception and contraception (building upon existing knowledge and only where appropriate in response to questioning). Broadly explained as a barrier to conception rather than a discussion of contraception types.</i></p>
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#### Appendix 4: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
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>

TOPIC	PUPILS SHOULD KNOW
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>
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>

## Appendix 5: Parent form: withdrawal from sex education within RSE



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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	