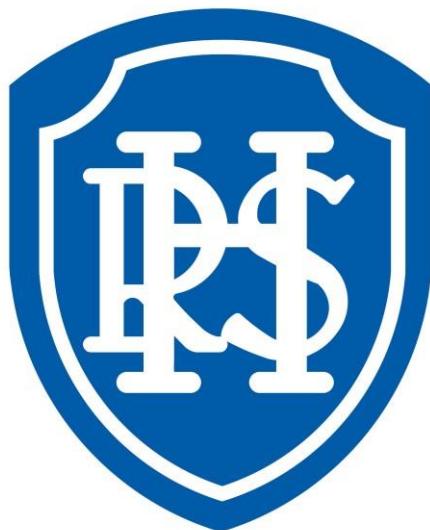


Rushmere Hall Primary School

Sex & Relationships Policy 2020



DRY

A large, semi-transparent watermark reading "DRY" diagonally across the page.

| Date | Lead Person | Approved | Review Date |
|-----------|--------------|----------|-------------|
| June 2020 | Head teacher | | June 2021 |
| | | | |

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

RSE also links to our school vision of preparing children for their future by giving them skills for life. Much of the content in our SRE curriculum will skill-up children for the future and provide them with the tools they need in order to live healthy, fulfilled lives.

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](#).

As a maintained secondary school we must provide RSE to all pupils as per the [Children and Social work act 2017](#).

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

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 – The Head teacher (Mr Fykin) and the PSHE Lead (Mrs Yates) pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations including exploring the resources and schemes available for the school to adopt, utilise and personalise.
3. Parent/stakeholder consultation – a presentation was shared via the website and parents and any interested parties were invited to submit any questions that were responded to via FAQs that form part of the SRE policy.
4. Pupil consultation – we investigated what exactly pupils want from their SRE
5. 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, 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.

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.

The school delivers the statutory elements of sex education within three discrete Science lessons.

Primary sex education will focus on:

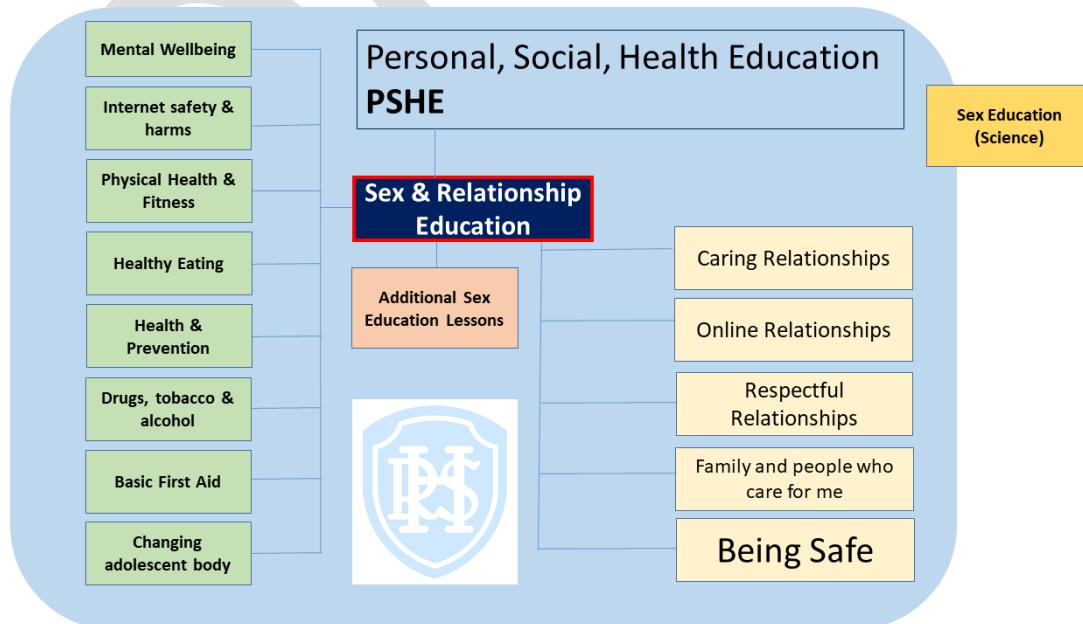
- Preparing boys and girls for the changes that adolescence brings.
- How a baby is conceived and born.

The school has also decided to cover wider aspects of sex education in response to what we feel the children need to know and based on the challenges we know exist within the community and on a national picture. The content of these lessons is lifted directly from the Islington Sex and Relationships scheme of work and supported by other published materials.

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 lessons. These take place each week. The biological aspects of RSE are taught within the science curriculum.



Pupils receive three stand-alone sex education sessions delivered by the class teacher. The link directly to the statutory content from the Science curriculum.

The addition sex education lessons provided by the school cover the following topics:

1. Changes during puberty.
2. Different attitudes and values around gender stereotyping and sexuality.
3. Values that are important in relationships.
4. The importance of friendship in intimate relationships.
5. Roles and responsibilities of parents and carers.
6. Personal hygiene.
7. How puberty effects our emotions.
8. Strategies to deal with different feelings within relationships.

The content of these lessons are included in the detailed lesson plans from Islington Borough Council.

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

The final element focuses on Mental and Physical Wellbeing:

- Mental Wellbeing
- Internet Safety and Harm
- Physical Health and Fitness
- Healthy Eating
- Health and Prevention
- Drug, alcohol and tobacco
- Basic First Aid
- Adolescent body

In order to make it easy for the teachers to plan and deliver the curriculum and to manage those who choose to opt out, the sex education section is always delivered in Summer Term 2. This means the children are at the their most mature and are in the best position to take on the information they are being given. Teachers are able to plan the remaining parts of the curriculum to best suit the needs of their classes. For example, if the teacher feels that friendships and relationships are causing difficulty in the class, this may be covered sooner rather than later.

| Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
|--|----------------------|----------------------|----------------------|----------------------|---|
| Teachers plan the rest of the PSHE & SRE curriculum across these half terms. | | | | | Sex Education (3 lessons) Additional Sex Education |



Meeting with Parents
Prior to delivering Sex Education content teachers will invite parents to a meeting to share and discuss the resources being used for the sessions.

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

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). The school does not promote one type of family over another. The information the school provides is fair and impartial. This is not about persuading and encouraging children to choose a particular path but showing and revealing there are lots of different paths out there.

Prior to the delivery of the sex education sessions, parents will be invited to a meeting where the school staff will share the resources and content used to deliver the sessions. As this is a sensitive subject, parents are able to request a copy of the material to browse at home.

Parents are welcome to request to view the materials used to the additional non statutory elements of sex education. The material used are from reputable organisations who have tried and tested these resources and modified them over time to ensure they are appropriate and effective.

The school uses the following schemes to support the delivery of SRE teaching:

- SRE Scheme – ‘Teaching SRE in the Primary School’ Islington Borough Council
- Rising Stars – Switched-on Online Safety
- LCP PSHE Scheme of Work
- AC & Black – Sex Education Resources
- HMHM – Healthy Mind Healthy Me
- DFE SEAL resources

7. Roles and responsibilities

7.1 The governing board

The governing body will approve the RSE policy, and hold the head teacher to account for its implementation.

The governing board has delegated the approval of this policy to the Full Governing Body.

7.2 The Head teacher

The Head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/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-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 Head teacher.

All class teachers have the responsibility for teaching RSE in the school. Delivery is overseen by the Head teacher and the PSHE lead.

New teachers or those who are less confident in delivering the RSE curriculum will be supported by Senior Leaders.

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-statutory/non-science** components of sex education within RSE.

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

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 calendar.

The Head teacher 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.

10. Monitoring arrangements

The delivery of RSE is monitored by the Head teacher (Mr Fykin) and the PSHE lead (Mrs Yates) through:

- Learning Walks.
- Lesson observations.
- Book looks & Work scrutiny.
- Pupil perception discussions.

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

This policy will be reviewed by the Head teacher (Mr Fykin) annually. At every review, the policy will be approved by the Full Governing Body.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

| Objective | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|--|--------------|---------------|----------------|-----------------|--|
| Additional Sex Education | 3x Sex Education Lessons for Science will be delivered. | | | | | |
| • that animals including humans move feed grow use their senses and reproduce | | Y2, L2 - SRE | | | | Y5-6, L4 - SRE |
| • to recognise and compare the main external parts of the bodies of humans, humans and animals can produce offspring and these grow into adults | | | Y2, L3b – SRE | | | Y5-6, L4 - SRE |
| • to recognise similarities and differences between themselves and others, and to treat others with sensitivity. | | Y2, L1 – SRE | Y2, L5 – SRE | Y3-4, L3 – SRE | Y4-5, L2a - SRE | Y5-6, L7 – SRE Y5-6, L2 – SRE Y5-6, L4 - SRE |
| • that the Life processes common to humans and other animals include nutrition, growth and reproduction | | Y2, L2 -SRE | | | | Y5-6, L5 – SRE Y5-6, L3 – SRE Y5-6, L4 – SRE AC & Black 'Sex & Reproduction' |
| • about the main stages of the human life cycle. | | | Y2, L4 - SRE | Y3-4, L1 - SRE | Y4-5, L1 - SRE | Y5-6, L6 – SRE Y5-6, L7 – SRE Y5-6, L3 – SRE Y5-6, L4 – SRE |

| Families and people who care for me... | | | | | | |
|---|---|---|---|--|--|---|
| <ul style="list-style-type: none"> that families are important for children growing up because they can give love, security and stability the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed | LCP KS1 'Feelings and Relationships' 'Who Am I' | LCP KS1 'Feelings and Relationships' 'Who Am I' | LCP KS2 (Part 1) 'Feelings and Relationships' | SEAL 'Getting on and Falling Out' 'Relationships' Y3 & Y4 | SEAL 'Getting on and Falling Out' Y5 & Y6 | SEAL 'Relationships' Y5 & Y6 |

Respectful relationships...

Additional resource – SEAL 'Relationships' & 'Getting on & Falling out'

| | | | | | | |
|---|---|--|---|--|---|---|
| <ul style="list-style-type: none"> how important friendships are in making us feel happy and secure, and how people choose and make friends the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded | HMMH 'Friendships Module' L1-6 LCP KS1 | LCP KS1 'Feelings and Relationships' 'Who Am I' 'Choices' | HMMH 'Friendships Module' L1-6 | SEAL 'Getting on and Falling Out' 'Relationships' Y3 & Y4 | HMMH 'Friendships Module' L1-6 | SEAL 'Relationships' Y5 & Y6 |
|---|---|--|---|--|---|---|

| | | | | | | |
|---|---|--|---|--|---|--|
| <ul style="list-style-type: none"> that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed | <p>'Feelings and Relationships' 'Who Am I' 'Choices'</p> | | | | | |
| Caring relationships... | | | | | | |
| Additional resource – SEAL ‘Relationships’ | | | | | | |
| <ul style="list-style-type: none"> the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs practical steps they can take in a range of different contexts to improve or support respectful relationships the conventions of courtesy and manners the importance of self-respect and how this links to their own happiness that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help what a stereotype is, and how stereotypes can be unfair, negative or destructive the importance of permission-seeking and giving in relationships with friends, peers and adults | <p>LCP KS1 ‘Feelings and Relationships’ ‘Who Am I’</p> | <p>LCP KS1 ‘Feelings and Relationships’ ‘Who Am I’ ‘Choices’</p> | <p>LCP KS2 (Part 1) ‘Feelings and Relationships’</p> | <p>SEAL ‘Getting on and Falling Out’ ‘Relationships’ Y3 & Y4</p> | <p>SEAL ‘Getting on and Falling Out’ Y5 & Y6</p> | <p>SEAL ‘Relationships’ Y5 & Y6</p> |

| Online relationships... (One Online Safety lesson per half term) | | | | | | |
|--|--|--|--------------------------|--|--------------------------|--------------------------|
| • that people sometimes behave differently online, including by pretending to be someone they are not | Unit 1.2 - RS | | Unit 3.6 – RS | Unit 4.2 – RS | Unit 5.4 – RS | |
| • 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 | Unit 1.1 - RS | Y2, Unit 2.1 – RS | Y3, Unit 3.1 – RS | Y4, Unit 4.6 – RS | Y5, Unit 5.4 – RS | |
| • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them | Unit 1.2 - RS | Y2, Unit 2.2 – RS | Y3, Unit 3.1 – RS | Y4, Unit 4.1 – RS | Y5, Unit 5.1 – RS | Y6, Unit 6.1 – RS |
| • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met | Unit 1.4 - RS | | | Y4, Unit 4.2 – RS | | |
| • how information and data is shared and used online | Unit 1.4 - RS | | Unit 3.2 – RS | Unit 4.4 – RS | Unit 5.5 – RS | Unit 6.4 – RS |
| Being Safe | | | | | | |
| • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) | LCP KS1 'Rules' 'Right and Wrong' 'Choices' 'Rights and Resp' | LCP KS1 'Rules' 'Right and Wrong' 'Choices' 'Rights and Resp' | Y3, Unit 3.4 – RS | LCP KS2 (Part 1) 'Rules and laws' | Y5, Unit 5.4 – RS | Y6, Unit 6.4 – RS |
| • about the concept of privacy and the implications of it for both children and adults | | | | | | |
| • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact | | | | | | |
| • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know | | | | | | |
| • how to recognise and report feelings of being unsafe or feeling bad about any adult | | | | | | |
| • how to ask for advice or help for themselves or others, and to keep trying until they are heard, | | | | | | |
| • how to report concerns or abuse, and the vocabulary and confidence needed to do so | | | | | | |
| • where to get advice, for example family, school or other sources | | | | | | |
| | | | | | | Y5-6, L7 – SRE |

| | | | | | | | |
|---|--|---|---|---|--|--|---|
| | | | | | | | Y5-6, L2 – SRE |
| Mental Wellbeing <i>(Including the daily Action for Happiness activity)</i> | | | | | | | |
| <ul style="list-style-type: none"> that mental wellbeing is a normal part of daily life, in the same way as physical health | | | | | | | |
| <ul style="list-style-type: none"> that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations | | HMHM 'Resilience Module' L1-6 | LCP KS2 (Part 1) 'Mental Health & Wellbeing' | HMHM 'Resilience Module' L1-6 | HMHM 'Being The Best I Can Be' Module L1-6 | Y5-6, L7 – SRE Y5-6, L2 - SRE | HMHM 'Resilience Module' L1-6 |
| <ul style="list-style-type: none"> how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings | | HMHM 'Emotions Module' L1-6 | | HMHM 'Emotions Module' L1-6 | | Y5-6, L7 – SRE Y5-6, L2 - SRE | HMHM 'Emotions Module' L1-6 |
| <ul style="list-style-type: none"> how to judge whether what they are feeling and how they are behaving is appropriate and proportionate | | Y2, Unit 2.2 – RS | | | | Y5-6, L7 – SRE Y5-6, L2 - SRE | HMHM 'Emotions Module' L1-6 |
| <ul style="list-style-type: none"> the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness | | | | | | | |
| <ul style="list-style-type: none"> simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests | | | | | | | |
| <ul style="list-style-type: none"> isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support | | | | | | | |
| <ul style="list-style-type: none"> that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing | | | Y3, Unit 3.2 – RS | | | Y5-6, L7 – SRE Y5-6, L2 - SRE | |
| <ul style="list-style-type: none"> where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's | | | | | | | |

| | | | | | | | |
|--|--------------------------|-------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| mental wellbeing or ability to control their emotions (including issues arising online) | | | | | | | |
| • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough | | | | | | | |
| Internet Safety & Harms | | | | | | | |
| <i>(One Online Safety lesson per half term)</i> | | | | | | | |
| • that for most people the internet is an integral part of life and has many benefits | Y1, Unit 1.3 - RS | Y2, Unit 2.5- RS | | Y4, Unit 4.5 – RS | | | |
| • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing | Y1, Unit 1.3 - RS | | | Y4, Unit 4.2 – RS | Y5, Unit 5.2 – RS | | Y6, Unit 6.3 – RS |
| • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private | Y1, Unit 1.2 - RS | Y2, Unit 2.4- RS | Y3, Unit 3.5 – RS | Y4, Unit 4.5 – RS | Y5, Unit 5.4 – RS | | Y6, Unit 6.2 – RS |
| • why social media, some computer games and online gaming, for example, are age restricted | Y1, Unit 1.6 - RS | Y2, Unit 2.6- RS | | | Y5, Unit 5.6 – RS | Y6, Unit 6.3 – RS | Y6, Unit 6.6 – RS |
| • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health | Y1, Unit 1.2 - RS | Y2, Unit 2.2- RS | | Y4, Unit 4.3 – RS | Y5, Unit 5.4 – RS | | Y6, Unit 6.2 – RS |
| • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted | | Y2, Unit 2.3- RS | Y3, Unit 3.3 – RS | Y4, Unit 4.3 – RS | Y5, Unit 5.3 – RS | | |
| • where and how to report concerns and get support with issues online | Y1, Unit 1.2 - RS | Y2, Unit 2.3- RS | Y3, Unit 3.3 – RS | Y4, Unit 4.2 – RS | Y5, Unit 5.1 – RS | | Y6, Unit 6.2 – RS |

| | | | | | | |
|--|--|-------------------------------|--------------|--------------|-----------------|--|
| | | | | | | |
| Physical Health & Fitness <i>(including P.E. lessons and clubs)</i> | | | | | | |
| <ul style="list-style-type: none"> the characteristics and mental and physical benefits of an active lifestyle the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise the risks associated with an inactive lifestyle (including obesity) how and when to seek support including which adults to speak to in school if they are worried about their health | | | | | | |
| LCP KS2 (Part 1) 'Health and hygiene' | LCP KS2 (Part 1) 'Health and hygiene' | | | | | |
| Healthy Eating | | | | | | |
| <ul style="list-style-type: none"> what constitutes a healthy diet (including understanding calories and other nutritional content) the principles of planning and preparing a range of healthy meals the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) | LCP KS1 'Health & Hygiene' | LCP KS1 'Health & Hygiene' | Science Unit | Science Unit | | |
| Drugs, alcohol and tobacco | | | | | | |
| <ul style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking | This appears sporadically across the PSHE curriculum. Specific and focused teaching on this appears in the year 6 content. | | | | Y5-6 SRE | |
| Health & Prevention | | | | | | |

| | | | | | | | | | | | | |
|--|---|---|--|--|---|---|--|--|--|--|--|--|
| <ul style="list-style-type: none"> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing the facts and science relating to allergies, immunisation and vaccination | <p>LCP KS1 'Health & Hygiene'</p> <p>KS1 Sun Safe Lesson Plan 1 & 2</p> | <p>LCP KS1 'Health & Hygiene'</p> <p>KS1 Sun Safe Lesson Plan 3 & 4</p> | SRE – Additional lessons about body image | | | | | | | | | |
| | | | KS2 Sun Safe Lesson 1 & 2 | KS2 Sun Safe Lesson 3 & 4 | KS2 Sun Safe Lesson 5 & 6 | KS2 Sun Safe Lesson 7 & 8 | | | | | | |
| | | | | | | The Sleep Factor Lesson Plans | | | | | | |
| | | | Teeth Lesson Plans 1 – 3 | Teeth Lesson Plans 1 – 3 | | | | | | | | |
| | | | General messages daily, at playtime, lunchtimes etc | | | | | | | | | |
| | | | Allergy Lesson Plans KS1 L1&2 | Allergy Lesson Plans KS1 L3 & 4 | Allergy Lesson Plans KS2 L1 & 2 | Allergy Lesson Plans KS2 L3 & 4 | | | | | | |
| | | | | | | | | | | | | |
| Basic First Aid | | | | | | | | | | | | |
| <i>(One day unit – Summer Term 2 – St Johns Ambulance)</i> | | | | | | | | | | | | |
| <ul style="list-style-type: none"> how to make a clear and efficient call to emergency services concepts of basic first-aid, e.g common injuries, including head inj | | | | | St Johns Ambulance Session | | | | | | | |
| | | | | | | | | | | | | |
| Changing Adolescent Body | | | | | | | | | | | | |
| <ul style="list-style-type: none"> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional change | | | Y3-4, L2a – SRE | Y3-4, L2b – SRE | Y4-5, L5 – SRE Y4-5, L6 – SRE Y4-5, L4 – SRE Y4-5, L7 – SRE Y4-5, L3 – SRE | AC & Black 'The Physical & Emotional Effects of Puberty' | | | | | | |

| | | | | | | |
|---|--|--|--|--|---|-----------------------|
| | | | | | Y5-6, L1 - SRE | |
| <ul style="list-style-type: none"> • about menstrual wellbeing including the key facts about the menstrual cycle | | | | | Y4-5, L4 – SRE | Y5-6, L7 – SRE |
| | | | | | Y4-5, L7 – SRE | Y5-6, L2 – SRE |
| | | | | | AC & Black 'Puberty & Development' | |

DRAFT

Appendix 2: 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">That families are important for children growing up because they can give love, security and stabilityThe 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 livesThat 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 careThat 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 upThat marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelongHow to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed |
| Caring friendships | <ul style="list-style-type: none">How important friendships are in making us feel happy and secure, and how people choose and make friendsThe characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficultiesThat healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excludedThat 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 rightHow 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 |

| TOPIC | PUPILS SHOULD KNOW |
|--------------------------|---|
| Respectful relationships | <ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults |
| Online relationships | <ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online |

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

Appendix 3: Parent form: Withdrawal from sex education within RSE

Please note – lessons linked directly to the biological aspects of sex education are statutory and are delivered as part of the science curriculum. This withdrawal form can only be used to withdraw from the additional sex education lessons taught by the school.

Prior to delivering the lessons the school will arrange a time with parents to show and discuss the content being delivered to help parents make an informed choice as to withdraw their child or not from Sex Education.

| 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 | <i>Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</i> |