



Langshott Primary School

Relationship and Sex Education Policy

January 2023

Written by : Sally Lane	
Policy Written	Jan 2023
Next review date	Jan 2026

Content	Page
Section 1 – Context of our Relationships and Sex Education (RSE) Policy	
1. What is Relationships and Sex Education?	3
1a. Langshott Primary School's Shared Beliefs	3
1b. Entitlements	3
1c. Wider Agenda	4
Section 2 – Our RSE Policy	
2a. Introduction	5
2b. Aims	5
2c. Statutory Requirements	5
2d. Delivery of RSE	6
2e. Responsibilities for curriculum Delivery and Policy Implementation	6
2f. Teaching	7
2g. Answering difficult Questions	7
2h. Inclusion	7
2i. Equal Opportunities	7
2j. Resources	7
2k. Confidentiality, Safeguarding and Child Protecting	8
2l. Consultation with Parents	8
2m. Assessment and Evaluation	8
Section 3 – The Curriculum	
3a. Overview	8
3b. Withdrawal	9
3c. Dissemination	9
3d. Links to Other Policies	9
Appendices	
a. Guidelines	10
b. Curriculum Map	11
c. By the End of Primary School Pupils Should Know	18
d. Parent form: Withdrawal from Sex Education within RSE	21

Section 1 – The Context of Langshott Primary School’s Relationship and Sex Education (RSE) Policy

1. What is Relationship and Sex Education?

RSE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

‘Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.’

The 2019 RSE Curriculum

a. Our Shared Beliefs about RSE

Requirements for Schools

The National Curriculum framework (DfE updated 2021) states:

‘The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.’

Our school is committed to the teaching of Relationships and Sex education.

We believe:

- Relationships and Sex education is lifelong learning about physical, moral and emotional development. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of any particular sexual orientation or sexual activity.
- Effective RSE is essential if young people are to make responsible and well-informed decisions about their lives. This is best achieved through a whole school approach.
- RSE is most effective when provided in the wider context of social and emotional development. In schools, successful RSE is firmly rooted in personal, social and health education (PSHE).
- RSE must enable young people to gain information, develop and transfer skills and explore attitudes and values, in order to support informed decision-making.

b. Entitlements

This policy has been written in consultation with our key stakeholders, therefore we are committed to working towards the implementation and development of the following entitlements.

Children are entitled to:

- Accurate, up-to-date, useful and appropriate information delivered in a way that meets their individual needs
- A well-planned, well-delivered RSE programme, which is flexible to cater for their changing needs over time
- Know where and how to access information, support and local services
- Be informed about issues of confidentiality and how it affects them
- Have their views and ideas received in a respectful and non-judgemental manner
- Be involved in developing and evaluating the RSE programme

Adults working with children are entitled to:

- Access to high quality, up-to-date, accurate information, resources and training
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of RSE
- Contribute their views and ideas in support of the development of RSE for children
- Professional guidance and support
- Opportunities to share good practice
- Be informed about issues of confidentiality and procedures to be followed

Parents and Carers are entitled to:

- Accessible, accurate, up-to-date, information delivered in a way which meets their needs
- A safe and supportive environment for their children
- Information on how and when RSE is taught
- Understand their rights and responsibilities in relation to RSE policy and curriculum
- Be informed about issues of confidentiality and how it affects them and their children
- Have their views and ideas received in a respectful, non-judgemental manner.

c. The Wider Agenda

RSE is part of the wider agenda in promoting positive relationships and sex education for young people.

RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life – thus supporting the 1988 Education Reform Act. Further to this, RSE should promote the Equality Act 2010; this replaces previous anti-discrimination laws with a single Act and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The duty to promote the Equality Act 2010 has three aims. It requires public bodies (maintained and academy schools) to have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

The 2022 DfE statutory document 'Keeping Children Safe in Education' states:

'Schools and colleges play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. The school/college will have a clear set of values and standards, upheld and demonstrated throughout all aspects of school/college life. These will be underpinned by the school/college's behaviour policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Such a programme should be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities).'

This policy should be read in conjunction with the following documents:

- Child protection and Safeguarding Policy
- Behaviour and Anti-bullying Policy
- Equal Opportunities
- Science Policy

- PSHE and Citizenship policy
- KCSIE 2022

Section 2 – Our Relationship and Sex Education (RSE) Policy

a. Introduction

The Aim of the Relationships and Sex Education Policy is to clarify the provision of Relationships and Sex education to children at Langshott School.

RSE 'is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings'. (Sex Education Forum 1999).

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain healthy relationships. It also enables young people to make responsible and informed decisions about their health and wellbeing.

Our policy is to ensure children's questions are answered honestly and appropriately according to the development of the child. It is therefore appropriate that we have guidelines to support adults working with the children at Langshott.

The foundations of Relationships and Sex education are delivered through a variety of curriculum areas including PHSE, Science and RE.

b. Our Aims for RSE

In the context of the statement above we aim to:

- Understand the importance and value of relationships and how they may vary,
- Promote a positive culture around issues of sexuality and relationships.
- Promote the use of correct terminology,
- Support and help children to understand themselves and their development as moral citizens and their responsibilities.
- Encourage the development of a personal moral code, self-confidence and self-esteem.
- Provide a safe and secure atmosphere within which ground rules have been established.
- Provide a programme which gives accurate and relevant information appropriate to the age and stage of development of the child.
- Provide a programme that is available to all pupils.
- Develop the confidence in talking, listening and thinking about feelings and relationships.
- Prepare pupils for puberty.
- Enable pupils to develop a personal code and respect for others' beliefs and values.
- Enable the pupils to form positive attitudes and values.
- Ensure pupils are able to name parts of the body and describe how their bodies work.
- Ensure pupils can protect themselves and ask for help and support.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Apply the school's learning powers.

c. 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 Langshott Primary School we teach RSE as set out in this policy.

d. Delivering Our RSE Curriculum

Our curriculum for RSE describes the elements which will be taught in line with National Curriculum updated September 2021, DfE and OfSTED guidance. It also reflects the best practice described by the Sex Education Forum. Some elements of our RSE curriculum are part of the compulsory National Curriculum for Science (e.g. the biological aspects of puberty, reproduction and the spread of viruses) and some parts are based on the non-statutory PSHE guidance. RSE is not delivered in isolation, but firmly embedded in all curriculum areas including Personal, Social, Health and Economic (PSHE) education, Citizenship and Science.

We consider RSE to be a continuous process of learning, which begins well before the children enter our school and continues into adulthood. We have planned a progressive curriculum appropriate to each age group. All adults working with children have a part to play in supporting the delivery of RSE.

The objectives of the RSE curriculum will be taught in:

- PSHE through designated lessons
- Other curriculum areas especially Science, English, RE and PE
- Enrichment activities, especially assembly, social skills groups, school trips and our development as a health promoting school.

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

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).

e. Responsibilities for curriculum delivery and policy implementation

- We regard it as the shared responsibility of all adults working in the school to respond appropriately to a child's request for information and advice. All staff are encouraged to access support from colleagues where necessary.

- The RSE curriculum will be primarily delivered by class teachers.
- Those delivering RSE will have responsibility for assessing children's needs and selecting appropriate activities and methodologies to meet these needs supported by the PSHE leader.
- The PSHE leader is responsible for reviewing and evaluating RSE at our school. The PSHE leader will report to the Head Teacher in this task
- The PSHE leader will support staff in the planning and delivery of RSE at Langshott Primary School.
- Governors hold responsibility for the RSE policy and will be assisted in monitoring its implementation by the PSHE leader and Head Teacher

f. Teaching

Ground Rules: RSE is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected. PSHE Ground Rules are used in all PSHE and RSE lessons. Specific ground rules will be established at the beginning of the RSE work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language
- The asking and answering of personal questions
- Strategies for checking and accessing information
- We ensure that pupils are able to ask anonymous questions by providing a question box that can only be opened by the adults facilitating the RSE lessons/activities.
- Correct medical vocabulary will be used throughout the RSE and PSHE curriculum

g. Answering Difficult Questions

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned.

h. Inclusion

Langshott Primary School believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents on this issue to reassure them of the content and context.

The RSE curriculum will comply with relevant requirements of the Equality Act 2010, paying particular attention to the Public sector equality duty (PSED).

i. Equal opportunities

The school is committed to the provision of RSE to all of its pupils. Our provision aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where children with Special Educational Needs are given extra support.

j. Resources

- All resources will be carefully selected to avoid stereotyping, bias or prejudice.

- Resources used are flexible in order to meet the needs of the pupils and curriculum.
- Resources are available for parents to view prior to RSE lessons being taught.

k. Confidentiality, Safeguarding and Child Protection

Staff cannot offer or guarantee pupils unconditional confidentiality, this should be understood by all staff and pupils and embedded through the use of PSHE Ground Rules. Staff should follow the school procedures as set out in the school's Safeguarding and Child Protection Policy if they feel that a pupil is 'at risk' or 'in danger' and speak to the school Designated Safeguarding Lead (DSL).

l. Consultation with Parents

Langshott Primary School is committed to the involvement of parents and carers in the implementation of our RSE policy.

We recognise parents are key people in:-

- Teaching their children about relationships and sex
- Maintaining the culture and ethos of the family
- Helping their children cope with the emotional and physical aspects of growing up
- Preparing them for the challenges and responsibilities that sexual maturity brings.

All parents will be given the opportunity to watch all the relevant DVDs being used in the classroom to support the RSE programme. There will also be the chance to discuss the RSE programme with relevant members of staff.

m. Assessment and Evaluation

The delivery of RSE is monitored by the PSHE lead.

Elements of the sex education in the science curriculum are assessed formally.

Assessment and evaluation of the RSE programme outside the science order is conducted using a variety of informal activities which have been built into the programme. This could include peer assessment and self-assessment. Teachers delivering RSE should constantly evaluate their lessons to inform future planning.

Section 3 – The Curriculum

a. Organisation

Relationships and Sex Education is taught during a blocked week in the Summer term. The whole school will teach this subject at the same time, however to ensure that everything is covered, some areas come in to part of the Science, RE and PHSE curriculum. As in all aspects of education, there should be a partnership between home and school in responding to the needs of young children.

In both Key Stages, elements of the RSE programme taught within the Science curriculum are statutory.

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
- How a baby is conceived and born

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

b. Withdrawal

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 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 headteacher.

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

c. Dissemination

All staff members and governors receive a copy of the RSE policy. Training is regularly delivered to staff on the policy content. Copies of the RSE policy are available from the school office on request from parents. The RSE policy is available on-line.

Langshott Primary School believes in the importance of appropriate staff training to enable staff to deliver effective RSE. The coordinator should access courses or INSET opportunities to assist staff involved in the delivery of RSE.

d. Links to other policies

This RSE Policy is supported by, but not limited to:

- Child Protection and Safeguarding Policy
- Behaviour and Anti Bullying Policies
- Science Policy
- RE Policy
- PHSE Policy
- Computing and On-line Safety
- Behaviour Policy
- Health and Safety Policy
- School Visits
- Confidentiality Policy
- Equality Policy
- Anti-bullying Policy
- Intimate Care Policy
- Sex and Relationship Education Guidance – DfES

Review of this policy

This policy is reviewed at least every 3 years and also in the light of any related issue that may occur such as any new findings arising from educational research, local or national guidance.

Appendices

a. Guidelines

Family relationships are very important in the early years. Many children have only known their close families before they start school and so much of their learning will be based on these experiences. The children are encouraged to reflect upon the love and support they receive from their families.

The natural curiosity of children in wanting to know where babies come from needs to be answered honestly and appropriately according to the development of the child.

The children should be taught to respect the privacy of others, for example, whilst changing for PE and going to the lavatory.

It is normal for children to explore their bodies. Masturbation needs to be dealt with sensitively. If this becomes a cause for concern, advice should be sought from the multidisciplinary team.

Implicit within the relationships and sex education covered by the school is the need to develop within each child an awareness of himself/herself and his/her place in society.

It is important to stress the need for appropriate, thoughtful and cooperative behavior that neither offends nor hurts others. Some children become accustomed to hearing inappropriate language. It is important to encourage by example and careful explanation that these sorts of words are offensive and should not be used.

The children may be exposed to TV programmes and films that provide inappropriate images and the portrayal of sexual matters. Staff need to be aware of this and react suitably and discussions with parents may be appropriate.

Children need to be aware of the variety of life around them. First hand experiences, such as visits to farms, allow the children to observe and begin to understand life cycles.

Children need to learn the correct names for the parts of the body and of the vital functions. This forms part of the science curriculum scheme of work (attached).

Children need to learn the need for personal hygiene. This is taught as part of the curriculum and an important life skill encouraged on a daily basis.

Please refer to the Child Protection and Safeguarding policy if there are concerns regarding children's reactions.









b. Curriculum map
























Langshott Subject Leader Curriculum Map









2022-2023










PSHE	R	1	2	3	4	5	6
Being me in my world (autumn 1)	Whole school Learning Charter						
	<p>Outcome: Learning Charter</p> <p> <u>Take responsibility for your actions</u> To understand how it feels to belong and that we are similar and different. To start to know what being responsible means.</p> <p> <u>Respect</u> To start to</p>	<p>Outcome: Learning Charter</p> <p> <u>Take responsibility for your actions</u> To understand the rights and responsibilities as a member of my class. To recognise I make choices and understand the consequences.</p> <p> <u>Respect</u></p>	<p>Outcome: Learning Charter</p> <p> <u>Take responsibility for your actions</u> To identify some of my hopes and fears for this year. To understand the rights and responsibilities for being a member of my class and school. To recognise the choices I make and understand the consequences.</p>	<p>Outcome: Learning Charter</p> <p> <u>Take responsibility for your actions</u> To face new challenges positively, make responsible choices and ask for help when I need it. To understand why rules are needed and how they relate to rights and</p>	<p>Outcome: Learning Charter</p> <p> <u>Take responsibility for your actions</u> To know my attitudes and actions make a difference to the class team. To understand how democracy works through the school council. To know how good it feels to be included in a group and</p>	<p>Outcome: Learning Charter</p> <p> <u>Take responsibility for your actions</u> To face new challenges positively and know how to set personal goals. To understand my rights and responsibilities as a citizen of my country and as a member of our school. To make choices</p>	<p>Outcome: Learning Charter</p> <p> <u>Take responsibility for your actions</u> To identify my goals for this year, understand my fears and worries about the future and know how to express them. To understand that my actions effect other people locally and globally. To make choices</p>

	<p>recognise and manage my feelings. To enjoy working with others to make school a good place to be. To start to understand children's rights and this means we should all be allowed to learn and play.</p> <p> <u>Safe</u> To understand why it is good to be kind and use gentle hands.</p> <p><u>Vocabulary</u> kind, gentle, friend, similar, different, angry, happy, excited, nervous, sharing, taking turns</p>	<p>To know my views are valued and can contribute to the Learning Charter. To recognise how it feels to be proud of an achievement. To recognise the range of feeling when I face certain consequences.</p> <p> <u>Safe</u> To know how to make my class a safe place for everybody to learn.</p> <p><u>Vocabulary</u> safe, special, calm, belonging, special, rights, responsibilities, learning charter, proud, consequences,.</p>	<p> <u>Respect</u> To listen to other people and contribute my own ideas about rewards and consequences. To understand how following the Learning Charter will help me and others learn.</p> <p> <u>Safe</u> To help make my class a safe and fair place.</p> <p><u>Vocabulary</u> worries, hopes, fears, belonging, actions, praise, reward, consequence, choices, co-operate, problem-Solving.</p>	<p>responsibilities. I understand. To make responsible choices and take action.</p> <p> <u>Respect</u> To recognise my worth and can identify positive things about myself and my achievements. To understand that my actions affect myself and others. To care about other people's feelings and know that others may hold different views.</p> <p><u>Vocabulary</u> valued, achievements, personal goal, acknowledge, affirm, solutions, support, fairness, group dynamics, view Point, teamwork</p>	<p>understand how it feels to be excluded.</p> <p> <u>Respect</u> To understand who is in my school community, the roles they play and how I fit in. To understand that my actions affect myself and others; to care about other people's feelings and try to empathise with them. To try to make people feel welcome and valued.</p> <p><u>Vocabulary</u> included, excluded, role, job description, school community, contribution, democracy, voting, authority, rights, UN Convention on Rights of Child (UNCRC).</p>	<p>about my own behaviour because I understand how rewards and consequences make me feel. To understand how an individual's behaviour can impact on a group.</p> <p> <u>Respect</u> To empathise with people in this country whose lives are different to my own. To understand how democracy and having a voice benefits the school community and know how to participate in this.</p> <p><u>Vocabulary</u> Empathise, opportunities, obstacles, cooperation, collaboration, legal, illegal, lawful, laws, participation,</p>	<p>about my own behaviour because I understand how rewards and consequences and understand how these relate to my rights and responsibilities. To understand how an individual's behaviour can impact on a group.</p> <p> <u>Respect</u> To know that there are universal rights for all children but for many these rights are not met. To understand how democracy and having a voice benefits the school community.</p> <p><u>Vocabulary</u> challenge, attitude, rights and responsibilities, United Nations Convention on The Rights of the Child,</p>
--	--	--	---	---	--	---	--

						motivation, Democracy,	citizen, Choices, Consequences, views, opinion, collaboration, collective
Celebrating Difference (anti- bullying autumn 2)	Hall of Fame display – PSHE board						
	<p>Outcome: Paper chains Create a paper chain and describe what makes us all special.</p> <p> <u>Take responsibility for your actions</u> To know we are all different but the same in some ways.</p> <p> <u>Respect</u> To identify something I am good at and to understand that everyone is good at different things. To understand that being different makes us all special. To know which words to use to stand up for</p>	<p>Outcome: Gingerbread People. Complete the gingerbread person reflecting on differences, similarities and looking after ourselves.</p> <p> <u>Take responsibility for your actions</u> To be able to explain what a bully is.</p> <p> <u>Respect</u> To be able to explain how I am different to my friends. To identify similarities and differences between people in my class.</p>	<p>Outcome: Trophy of Celebration. Complete the friendship trophy reflecting on differences, similarities and friendship.</p> <p> <u>Take responsibility for your actions</u> To understand that bullying is sometimes about difference.</p> <p> <u>Respect</u> To be able to tell you some ways I am different to my friends. To understand that sometimes people make assumptions about boys and girls</p>	<p>Outcome: Conflict Kite Reflect on the conflict within the Harlon's story and complete the conflict kite (text/pictures).</p> <p> <u>Take responsibility for your actions</u> To know what it means to be a witness to bullying.</p> <p> <u>Respect</u> To be able to tell you about a time when my words affected someone's feelings and what the consequences were. To understand that everybody's</p>	<p>Outcome: Picture Frames Create a photo frame demonstrating special features of themselves.</p> <p> <u>Take responsibility for your actions</u> To know that sometimes bullying is hard to spot. To know what to do if I think bullying is going on but I am not sure.</p> <p> <u>Respect</u> To be able to tell you of a time when my first impression of a person changed once I got to know them.</p>	<p>Outcome: Culture Wheel. Research a culture in a developing country and complete the culture wheel. Appreciate the value of happiness regardless of material wealth.</p> <p> <u>Take responsibility for your actions</u> To understand how rumour spreading and name-calling can be bullying behaviours.</p> <p> <u>Respect</u> To understand a different culture from my own. To understand that cultural differences</p>	<p>Outcome: Admiration Accolades. Research an inspirational Paralympian and explain why they deserve the admiration accolade award.</p> <p> <u>Take responsibility for your actions</u> To explain how one person or a group can have power over another.</p> <p> <u>Respect</u> To explain ways in which differences can be a cause of conflict and celebration. To understand there are different perceptions about</p>

	<p>myself when someone says or does something unkind.</p> <p> Safe To tell you why my home is special to me. To tell you how to be a kind friend.</p> <p><u>Vocabulary</u> Boys, girls, similarities, difference, special, stand up for, kind, unkind, home, friend.</p>	<p> Safe I know how to make new friends. To know who to talk to if I am unhappy or being bullied.</p> <p><u>Vocabulary</u> Similar, same as, different from, difference, bullying, bullying behaviour, deliberate, on purpose, unfair, included, celebration, special, unique</p>	<p>(stereotypes).</p> <p> Safe To understand that it is OK to be different to other people and to be friends with them. To recognise right from wrong and to look after myself.</p> <p><u>Vocabulary</u> assumptions, shield, stereotypes, bully, purpose, difference, feelings, sad, lonely, help, on purpose, stand up for, male, female, difference, diversity, fairness, kindness, friends, unique, value</p>	<p>family is different but important to them. To understand that differences and conflict sometimes happen among family members.</p> <p> Safe To recognise that some words are used in hurtful ways. To know that a witness can be a situation better or worse by what they do.</p> <p><u>Vocabulary</u> Family, loving, caring, safe, connected, difference, special, conflict, solve it together, solutions, resolve, witness, bystander, gay, unkind, feelings, tell, consequences, hurtful,</p>	<p>To understand that sometimes we make assumptions based on what people look like. To identify what is special about me and value the ways I am unique.</p> <p> Safe To explain why witnesses sometimes join in with bullying and sometimes don't tell.</p> <p><u>Vocabulary</u> Character, assumption, judgement, surprised, different, appearance, accept, influence, opinion, attitude, secret, deliberate, on purpose, bystander, witness, problem solve, cyber bullying, text message, website</p>	<p>sometimes cause conflict. To understand what racism is. To compare my life with people in the developing world.</p> <p> Safe To explain the differences between direct and indirect bullying.</p> <p><u>Vocabulary</u> Culture, conflict, difference, similarities, belong, culture wheel, racism, colour, race, discrimination, ribbon, rumour, name-calling, racist, homophobic, cyber-bullying, indirect direct, happiness, difference, continuum, developing world, celebration,</p>	<p>what normal means. To understand how being different can affect someone's life.</p> <p> Safe To understand some of the reasons why people use bullying behaviours.</p> <p><u>Vocabulary</u> Male, female, diversity, transgender, gender diversity, courage, fairness, rights and responsibilities, power, struggle, imbalance, control, harassment, argument, recipient, Paralympian, achievement, accolade, disability, sport, perseverance,</p>
--	---	--	--	--	---	--	--

				compliment,	troll, characteristics, physical features, impression, changed	artefacts.	admiration, stamina.
Changing Me (Summer 2)	Tree of change display – PSHE board						
	Outcome: Timeline Children use pictures to draw / write about how they have changed from a baby  Take responsibility for your actions To be able to say that some things I can do and foods I can eat to be healthy. To express how I feel about moving to Year 1. To talk about my worries and / or the things I am looking forward to about being in Year 1. To share my memories of the best bits of this year in Early Years.	Outcome: Flower of change Complete a flower. In each of the petals the children draw something they have learnt that has helped them to grow  Take responsibility for your actions To understand that changes happen as we grow and that this is ok. Sometimes they will happen whether I want them to or not To understand that everything I learn something new I change a little bit.	Outcome: Leaf mobile Complete a leaf mobile about how they feel about their changes and about an older person they respect.  Take responsibility for your actions To understand there are some changes that are outside my control and to recognise how I feel about this To recognise how my body has changed since I was a baby and where I am on the continuum from young to old.  Respect To recognise	Outcome: Ribbon mobiles Complete a ribbon mobile identifying something they are looking forward to / changes / worries/ learning  Take responsibility for your actions To understand that in humans and animals lots of changes happen between conception and growing up and that usually it is the female who has the baby. To understand how babies grow and develop in the mother's uterus including what a baby need to live and grow.	Outcome: Circles of Change Complete a circle of change thinking about a change they would like to make in the next academic year.  Take responsibility for your actions To understand that having a baby is a personal choice and can express how I feel about having children when I am an adult. To know how the circle of change works and can apply it to changes I want to make in my life. To identify changes that have been and may	Outcome: Change Cards Create a birthday card with advice inside for a teenager for their upcoming changes.  Take responsibility for your actions To express how I feel about the changes that will happen to me during puberty. To identify what I am looking forward to when I move to my next class. To understand that puberty is a natural process that happens to everybody and that it will be ok for me. To know how to develop my own self esteem	Outcome: T Shirts Children get their t- shirt signed or design their own T –shirt with best moments on the back and the front to reflect what they are looking forward to  Take responsibility for your actions To be aware of and know how to develop my own self-image and how my body fits into that. To be aware of the importance of a positive self – esteem and what I can do to develop it. To identify what I am looking forward to and what worries me about the

	<p> <u>Respect</u></p> <p>To be able to name parts of the body. To understand that we all grow from babies to adults.</p> <p><u>Vocabulary</u> baby, adult, changes, excited, worried, male, female, penis, testicle, vagina, body parts</p>	<p> <u>Respect</u></p> <p>To start to understand the life cycle of animals and humans. To be able to tell you somethings about me that have changed about me and some things that have stayed the same. To understand that growing up is natural and that everybody grows at different rates. To identify the parts of the body that make boys different to girls and use the correct names for these</p> <p> <u>Safe</u></p> <p>I respect my body and understand which parts are private</p>	<p>cycles of life in nature. To understand the process of growing from young to old. To identify people I respect who are older than me To feel proud about becoming more independent. To understand that there are different types of touch and tell you which ones I like and don't like and to be able to ask for help. To recognise the physical differences between boys and girls, use the correct names for parts of the body and</p> <p> <u>Safe</u></p> <p>To appreciate that some parts of my body are private.</p> <p><u>Vocabulary</u></p>	<p>To identify what I am looking forward to when I move to my next class.</p> <p> <u>Respect</u></p> <p>To start to recognise stereotypical ideas I might have about parenting and family roles To express how I feel about the changes happening to me and how I feel when my ideas are challenged. To express how I might feel if I had a new baby in the family. To understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. To identify how boys' and girls' bodies change on the outside and on</p>	<p>continue to be outside of my control that I will learn to accept.</p> <p>To identify what I am looking forward to when I move to my next class.</p> <p> <u>Respect</u></p> <p>To understand that some of my personal characterising have come from my birth parents and this happen because I am made from the joining of their egg and sperm. I appreciate that I am a truly unique human being. To be able to correctly label the internal and external parts of male and female bodies that are necessary for making a baby. To describe how a girl's body changes</p>	<p> <u>Respect</u></p> <p>To be aware of my own self-image and how my body image fits into that. To explain how a girl's and boy's bodies change during puberty and understand the importance of looking after yourself physically and emotionally. To understand that sexual intercourse can lead to conception and that is how babies are usually made. To also understand that sometimes people need IVF to help them have a baby.</p> <p> <u>Safe</u></p> <p>To identify what I am looking forward to about becoming a teenager and</p>	<p>transition secondary school.</p> <p> <u>Respect</u></p> <p>To explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally. Describe how a baby develops from conception to birth. To understand how being physically attracted to someone changes the nature of the relationship and what it might mean about having a girlfriend / boyfriend. To understand that respect for one another is essential in a boyfriend/girlfriend relationship and that I should not</p>
--	---	---	---	--	--	---	---

		<p><u>Vocabulary</u> life cycle, adulthood, grown up, anxious, feelings, mature, vagina, penis, testicles, vulva, anus</p>	<p>respect, appearance, physical, independent, freedom, responsibilities, public, private, touch, like, dislike</p>	<p>the inside.</p> <p><u>Vocabulary</u> uterus, womb, nutrients, survive, love, affection, care, puberty, ovaries, egg, ovum / ova, stereotypes</p>	<p>in order for her to be able to have babies when she is an adult and that menstruation (having periods) is a natural part of life.</p> <p>To have strategies to help me cope with the physical and emotional changes I will experience during puberty.</p> <p><u>Vocabulary</u> Personal, unique, making love, having sex, sexual intercourse, fertilise, conception, puberty, menstruation, periods</p>	<p>understand this brings growing responsibilities (age of consent)</p> <p><u>Vocabulary</u> erection, ejaculation, wet dream, conception, making love, sexual intercourse, fallopian tube, embryo, umbilical cord, contraception, fertility treatment (IVF), body image</p>	<p>feel pressured into doing something I don't want to.</p> <p><u>Vocabulary</u> wet dreams, semen, pubic hair, clitoris, placenta, labour, contractions, cervix, midwife, sexting, negative body talk, mental health,</p>
--	--	--	---	---	--	--	--

c. 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 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
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 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• 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

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"> • 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

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, for example family, school or other sources

There's no list of expectations for sex education at the primary level, as it isn't compulsory, but if you choose to teach it then the DfE recommends that it should:

- Make sure boys and girls are prepared for the changes that adolescence brings.
- Draw on knowledge of the human life cycle set out in science lessons to explain how a baby is conceived and born.

d. 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			