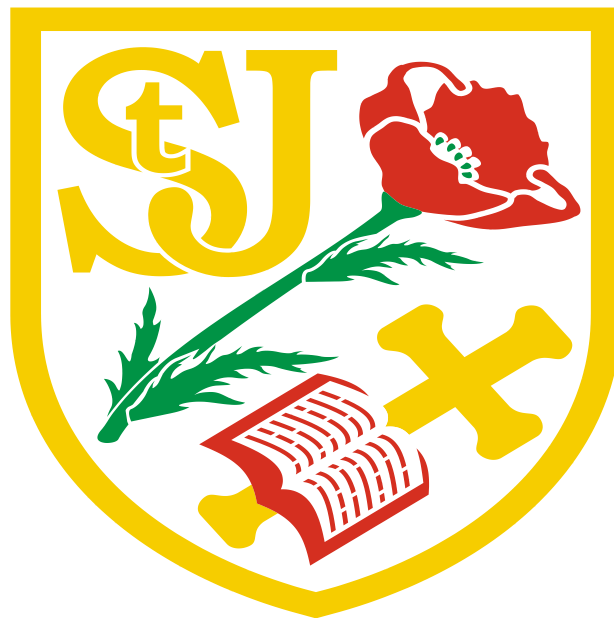


# ST JOHN'S C of E (V.A.) PRIMARY SCHOOL

## Relationships, Sex and Health Education Policy

*That all may, Love, Learn, Flourish*



Date:	Autumn 2021
Frequency of review:	Annual
Reviewed by:	Personnel

“Every person in St. John’s CE Primary School and in the school community, is a child of God. At the heart of Christian distinctiveness in schools is an upholding of the worth of each person: all are Imago Dei – made in the image of God and loved unconditionally by God “Valuing all God’s Children, 2019

## **1. Introduction**

***“... we want young people to flourish and to gain every opportunity to live fulfilled lives. For Church schools, RSHE is about the emotional, social, and physical aspects of growing up, healthy relationships, sex, human sexuality, and sexual health. It is also about the spiritual and moral aspects of relationships within a context of a Christian vision for the purpose of life.” The Church of England, 2018***

1.1 St. John’s CE Primary School’s policy statement on relationships, sex and health education is rooted in Christian values and reflects the diverse and inclusive nature of our school. Effective sex and relationship education is essential if young people are to make responsible, confident, and well-informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted within the framework for Personal, Social and Health Education (PSHE) and the National Curriculum. It should be taught within a moral, family-oriented, and Christian context.

1.2 As part of RSHE (Relationship, Sex and Health Education), pupils should be taught about the nature and importance of marriage for family life and bringing up children, and the significance of stable relationships as key building blocks of community and society. Sensitivity and respect are shown to all children when teaching about personal relationships and sex education and RSHE should be taught in a way to ensure that there is no stigmatisation of children based on their home/personal circumstances. It is about understanding the importance of family life, stable and loving relationships, respect, love, and care and promoting the values of tolerance and respect. We do not use RSHE as a means of promoting any form of sexual orientation.

1.3 RSHE (Relationships, Sex and Health Education) involves consideration of several sensitive issues, about which different people may hold strong and varying views. Our school’s approach to RSHE will be balanced, take account of, and be sensitive to, different viewpoints but will not be subject to the bias of individuals or groups.

1.4 The school’s curriculum is intended to equip children with appropriate knowledge, awareness, and confidence (further developed in secondary schools) so they can make informed choices when they face social, moral, and spiritual challenges during adolescence and later life. RSHE has a key part to play in the development of young people and in keeping them safe from harm. It should begin informally in the home with parents and carers long before any formal education takes place at school.

## **2. Definition of Relationships, Reproduction and Health Education**

2.1 RSHE is lifelong learning about physical, moral, spiritual, and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love, and care. It is also about the teaching of reproduction/ sex and sexual health. RSHE is not about the promotion of sexual activity or sexuality.

2.2 Effective RSHE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

### **3. Compulsory aspects of RSE**

3.1 The sex education contained in National Curriculum Science (Key Stages 1-2) is compulsory in maintained schools. All state-funded schools must have “due regard” to the Secretary of State’s guidance on RSE (DfE, 2000). This states that:

- “All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes.” (1.13)
- Children should learn “how a baby is conceived and born” before they leave primary school (1.16)

### **4. Context**

4.1 We teach sex education in the context of the school’s aims and values framework. Whilst sex education in our school means that we give children information and facts about puberty and reproduction, we do this with an awareness of the moral code and values which underpin all our work in school. We also do this in partnership with parents and will communicate with parents when these topics are going to be taught. We teach sex education in the belief that:

- Sex education should be taught in the context of marriage and loving adult relationships
- Sex education is part of a wider social, personal, spiritual, and moral education process
- Children should be taught to have respect for their own bodies
- Children should learn about their responsibilities to others
- It is important to build relationships with others involving trust and respect.

### **5. Teaching RSHE based on our Christian ethos and values**

We teach RSHE based on our Christian ethos and values. To that end:

- We emphasise respect, compassion, loving care, and forgiveness
- RSHE is taught in light of the belief in the absolute worth of all people and the unconditional, infinite love of God
- RSHE is grounded in the understanding of the importance of marriage for family life, stable and loving relationships, respect, love, and care
- RSHE should be sensitive to circumstances of all children and be mindful of the expressions of family life in our culture
- Issues regarding human sexuality should be addressed sensitively
- The exploration of reproduction and puberty within the Science curriculum should stand alongside the exploration of relationships, values and morals and Christian belief
- Whilst pupils are given the opportunity to explore their own attitudes, values, and beliefs and to develop an individual moral code that will guide their actions, this is exercised within an understanding of the right of people to hold their own views within a framework of respect for others.

## **6. Aims for Relationships and Sex Education**

- Develop positive values and a moral framework that will guide their decisions, judgements, and behaviour
- Have the confidence and self-esteem to value themselves and others
- Help young people to move with confidence from childhood through to adolescence into adulthood
- Form positive and healthy relationships with others
- Behave responsibly within relationships, understanding that their actions have consequences
- Help children to understand the difference between friendships they encounter at a young age and more mature relationships which they can expect to have when they are older
- Develop appropriate terminology for RSHE issues to enable pupils to communicate effectively
- Young people may have varying needs regarding RSHE depending on their circumstances and background. St. John's CE Primary School strongly believes that all pupils should have access to RSHE that is relevant to their needs. This may, at times, see the need to teach some aspects of the sex education curriculum at an earlier age than planned. When this happens, parents and carers will be informed beforehand.

## **7. UNICEF Rights Respecting School Articles**

Being a school, which follows and values the UNICEF Rights Respecting School articles, we can see the relevant links to the following articles:

- Article 3  
All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.
- Article 12  
You have the right to give your opinion, and for adults to listen and take it seriously.
- Article 16  
You have the right to privacy.
- Article 17  
You have the right to get information that is important to your well-being, from radio, newspaper, books, computers, and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.
- Article 24  
You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.
- Article 29  
Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

## **8. Roles and Responsibilities**

8.1 RSHE is led by Emma Baker with the support of the Senior Leadership Team and the school governors. They are jointly responsible for monitoring delivery of the RSHE programme

through observations, professional discussions with staff and pupils, book looks and planning scrutinies to ensure consistent and coherent curriculum provision

8.2 The Governing Body monitors the RSHE policy on an annual basis and considers comments from parents about the RSHE programme, keeping a record of all comments.

## **9. Content and Delivery of RSHE**

9.1 Good quality RSHE starts in early childhood ensuring that children develop the appropriate language skills to talk about emotions, relationships and their bodies.

9.2 The curriculum has been developed in consultation with our community. It meets the statutory requirements for Primary Relationships and Health Education (please see Appendix 1). If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate and sensitive manner.

9.3 Primary sex education will focus on:

- Preparing children for the changes that adolescence brings
- How a baby is conceived, develops and is born.

9.4 We intend that all pupils experience a planned programme of relationships and sex education at a level which is appropriate for their age and physical development, with adaptations made as appropriate. While we carry out the main RSHE teaching through our PSHE curriculum, we also teach some aspects through other subject areas (for example Science, Computing and P.E.) where we feel they contribute significantly to a child's knowledge and understanding of his or her own body and how it is changing and developing.

9.5 There are clear links between RSHE and other areas of the curriculum, for example P.E., Science and Computing (please see Appendices 3 - 5). We are aware that topics from RSHE, and indeed PSHE, may arise in the wider curriculum and children may initiate discussions or ask questions. When this happens teachers will engage in discussions where appropriate, for example a discussion about how to treat those with disabilities or how twins are created. If a topic or question arises that is not appropriate for the lesson, teachers will use their professional judgement and respond in line with Section 15 of this policy - 'Difficult Questions' and parents/carers will be informed so that appropriate discussions can continue at home.

9.6 Lessons are taught using a range of strategies, groupings, and personnel; this may include single sex groups, input from the school nurse or other professionals, as appropriate.

9.7 At St. John's CE Primary School, we use the Croydon RSHE scheme, supplemented with lesson plans and activities from the PSHE Association. This includes lessons on all statutory Relationships and Health Education. It also contains lessons on human reproduction in Key Stage 2 to ensure children know the accurate facts concerning this area before going to secondary school. (Parental right to withdraw is covered later in the policy). The Croydon scheme is sensitively adapted for our school context and the needs of children in our school. We supplement the syllabus with resources from the PSHE Association and the NSPCC PANTS programme. An overview and breakdown of lessons can be found in Appendix 2. Appendix 7 contains links to websites containing further information for parents/ carers about the NSPCC.

## **10. Female Genital Mutilation (FGM)**

10.1 We are of course aware of the importance of the safeguarding topic of female genital mutilation (FGM). We are of the view that in our RSHE Policy, we focus on healthy relationships, what to do if you are worried about something, your rights as a child, personal space, body privacy and who can help us, and we use the NSPCC PANTS campaign to support this aspect of RSHE. Through this we aim to build a child's ability and confidence to speak out when they feel hurt or unsafe. The DFE guidance (2019) for Relationships, Health and Sex states that the topic of FGM should be taught explicitly in secondary school.

10.2 Updated government safeguarding guidance (Keeping Children Safe in Education 2021) includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holidays, especially during the transition from primary to secondary schools, is thought to be a key risk time for FGM.

## **11. Menstruation**

Statutory guidance says that all children need to be taught about menstruation by the age of 9. We place this at the end of Year 5. However, we recognise that some girls start their periods before this time and we include the caveat that if we feel a girl or group of girls may need information before the end of Year 5, we will talk to their parents and suggest a lesson about menstruation. This would not be offered to the whole cohort, just those that are ready for this information. Equally, if parents feel that their child could benefit from learning about menstruation before Year 5, they are able to approach the school and ask for their child to have a bespoke lesson about this.

## **12. RSHE and statutory duties in school**

RSHE plays an important part in fulfilling the statutory duties all schools are required to meet. RSHE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

## **13. Working with parents and carers**

13.1 The school understands the primary role in children's Relationships and Sex education lies with parents. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust, and co-operation.

13.2 We acknowledge and celebrate diversity in family structure and organisation; we seek to work in partnership with parents and carers to provide effective RSHE. The RSHE programme is intended to support parents and carers in their role as the first educators of their children.

13.3 Prior to implementing the RSE curriculum in 2021, parents and carers were invited to share their views on the content of the curriculum and the implementation of it. The consultation involved a mixture of face-to-face meetings and information sent out to parents/carers via email.

13.4 Parents and carers will be informed when RSHE lessons are taking place and will be provided with a programme overview.

13.5 A range of resources are available to support parents in discussing this learning with their child (see Appendix 7).

13.6 In promoting this objective, we:

- Inform parents about the school's Relationships, Sex and Health Education policy and practice
- Answer any questions that parents may have about the sex education of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSHE in the school
- Encourage parents/carers to be involved in reviewing the school policy and making modifications to it as necessary
- Inform parents/carers about the best practice known regarding RSHE, so that the teaching in school supports the key messages that parents and guardians give to children at home. We believe, that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

#### **14. Monitoring and Assessment**

14.1 Assessment within RSHE is in line with the school's Assessment Policy and will include a mixture of formative and summative assessment. Lessons are assessed ensuring that the pupils reflect with the teacher on what they have learned in terms of knowledge and understanding, development of skills, and how their attitudes and values may have changed. This is carried out in a variety of informal ways that may include, but is not limited to, self and peer assessment, pre- and post- questionnaires and questioning within lessons. Lessons will also be monitored through observations.

#### **15. Difficult questions**

15.1 Children are encouraged to ask questions during all lessons; pupil questions will be answered within the context of a lesson. Pupils also can post questions anonymously in a question box. Responses can then be prepared in advance or questions deemed unsuitable can be put aside to be given to parents. Staff will choose not to respond to questions which are inappropriate.

Establishing a safe, open, and positive learning environment based on trusting relationships between all members of the class, adults, and children alike, is vital to successful and effective teaching and learning within this subject.

15.2 Questions may come within the RSHE lesson or via the class question box. All staff have been trained in dealing with questions from children and are aware of the following guidance. All staff will use firm boundaries and ground rules throughout the lessons, including but not limited to:

- We take turns to speak
- We use kind and positive words
- We listen to each other



- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality).

15.3 It is important to realise that adults teaching RSE will face a range of questions from our children.

- Most questions will be relevant and pertinent to the session – remember children are curious and keen to learn.
- Some questions will be asked for amusement and effect. Children may have no interest in the answer and are testing boundaries. These questions will not be answered, and the ground rules and class code of conduct will be reinforced.
- Other questions may be the cause for adult concern and indicative of safeguarding issues. In this case safeguarding procedures will be implemented.
- When genuine but age-inappropriate questions beyond the scope of the year group RSHE curriculum are asked, teachers must use their professional judgement (this judgement is informed and supported by the school's regular cycle of CPD which includes training on RSE and Difficult Questions) and knowledge of the child to choose one of the following courses of action:
  - Explain that the question cannot be answered in the lesson, as it is not covered in the year they are in. Advise the child if/when that issue will be covered (e.g. year 5, 6, in secondary school etc.)
  - Suggest that the child speaks to a parent or carer about this
  - Acknowledge the question with a promise to return to it later. Speak to the parents or carers of the child and explain their question. Agree with parents if they would like to answer this at home (school may suggest strategies for doing so) or if they would like this to be addressed by school. If this is the case, clarify with parents how much information they are happy for their child to have.

## **16. Inclusion and the Right of Parental Withdrawal**

16.1 There is no right to withdraw from Relationships Education at primary or secondary, the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught. Parents **have** the right to withdraw their children from part or all of sex education provided outside the National Science Curriculum (Appendix 3). Parents wishing to withdraw their child should do the following:

- Read the RSHE policy (available on the school website) and the appendices with the curriculum overviews. These include lesson content and specific vocabulary. The highlighted sections indicate where a parent can withdraw their child from the lesson.
- Discuss concerns with a member of the school's leadership team.

16.2 If parents/carers still wish to withdraw their child, they will be asked to put their request in writing and email this for the attention of the Headteacher, stating which part(s) of the programme they wish their child to be excluded from. Pupils who are withdrawn are expected to attend school as usual; they will be accommodated in

another classroom during the withdrawn session. Once a child has been withdrawn, they cannot take part in the RSHE programme until the request for withdrawal has been removed.

**17. The role of other members of the community**

We encourage other valued members of our community to work with us to provide advice and support to the children regarding health education. In particular, members of the Local Health Services, such as the school nurse and other health professionals.

**18. Confidentiality**

Teachers conduct RSHE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved in or is in a situation where it is likely that they are involved in, sexual activity, then the teacher will deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse.

## **Appendix 1: Relationships and Health Statutory Requirements for Primary Schools**

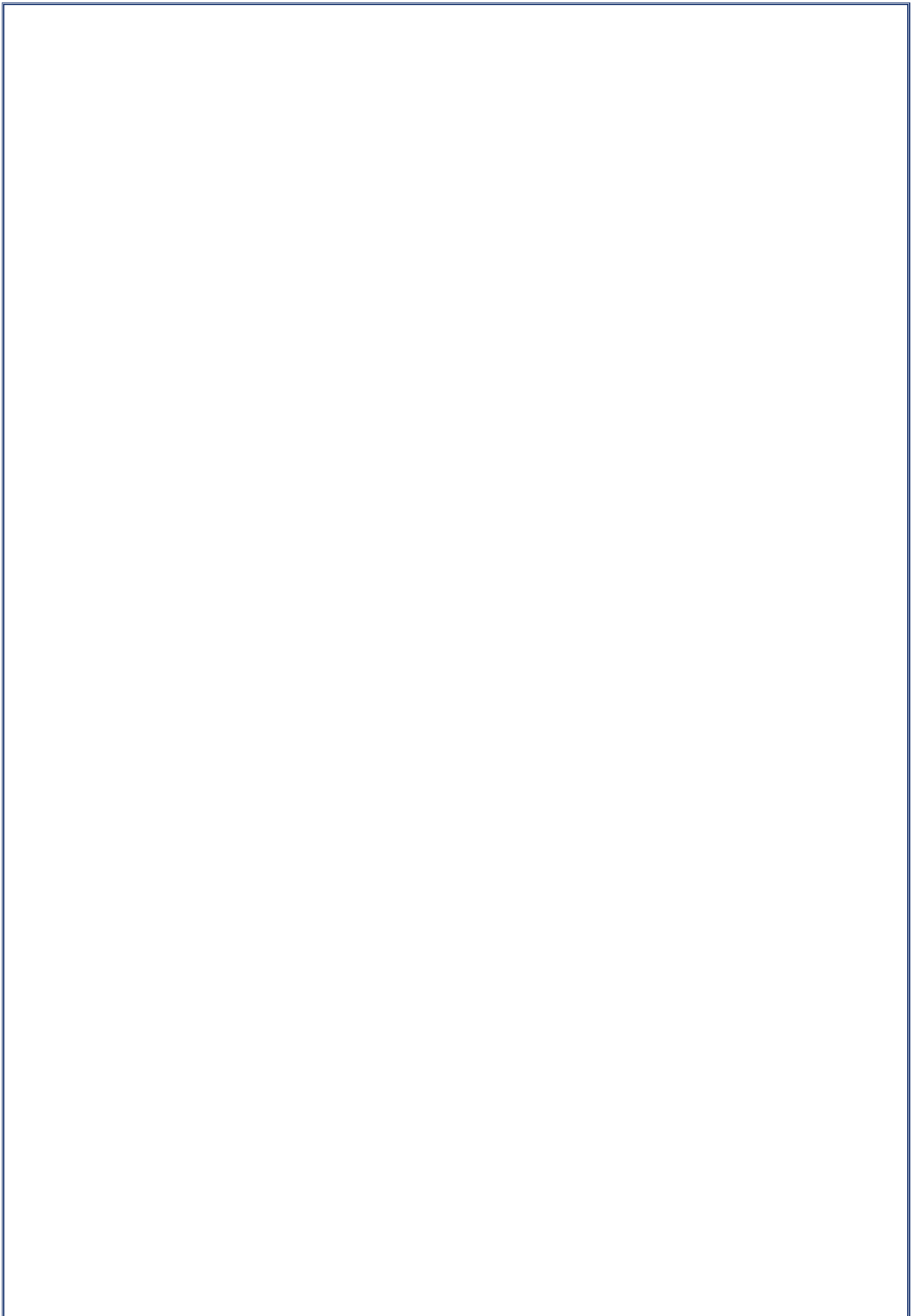
<b>By the end of primary school, pupils should know:</b>	
<b>Families and people who care for me</b>	<ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• the characteristics of healthy family life, 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>
<b>Caring Friendships</b>	<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>
<b>Respectful Relationships</b>	<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>
<b>Online Relationships</b>	<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>
<b>Being Safe</b>	<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> </ul>

	<ul style="list-style-type: none"> <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>
<b>Mental Wellbeing</b>	<ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• 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.</li> <li>• 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.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• 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).</li> <li>• 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.</li> </ul>
<b>Internet Safety and Harms</b>	<ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• 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.</li> <li>• 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.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• 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.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>
<b>Physical Health and Fitness</b>	<ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• 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.</li> </ul>

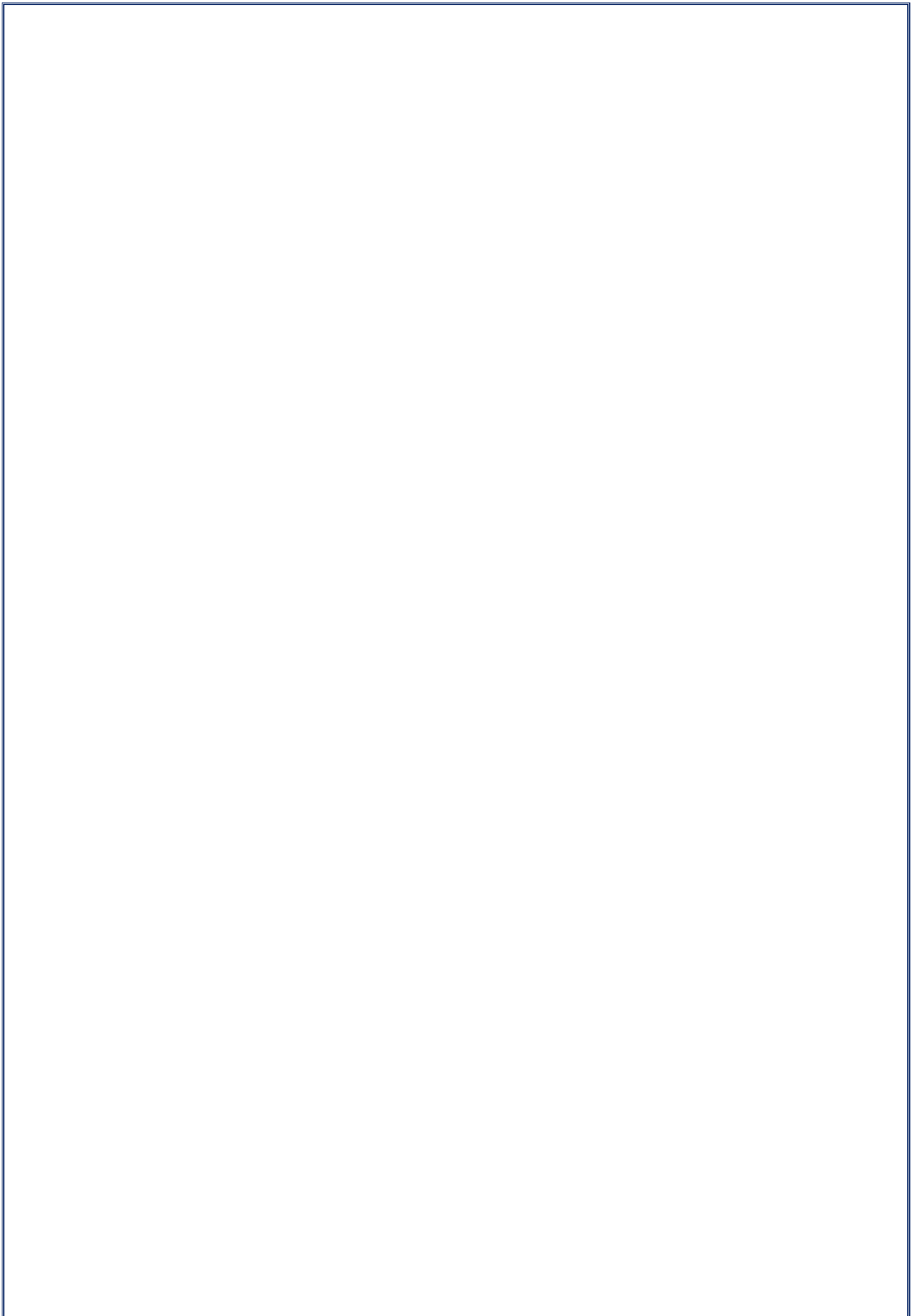
	<ul style="list-style-type: none"> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<b>Healthy Eating</b>	<ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>
<b>Drugs, Tobacco and Alcohol</b>	<ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
<b>Health and Prevention</b>	<ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to allergies, immunisation and vaccination.</li> </ul>
<b>Basic First Aid</b>	<ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
<b>Changing Adolescent Body</b>	<ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

**Appendix 2: School overview, following the Croydon Resource pack:**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
EYFS	Mental Health and well-being	Myself and Others  NSPCC underwear rule (Pants)	Family networks	Body awareness	Hygiene  Staying safe in the sun	Road safety  On-line safety
Yr 1	Understanding emotions	Caring Friendships	On-line relationships	Road safety	Body awareness	Keeping clean
Yr 2	Understanding families.  Families and how they care for us	Looking after our teeth.  Harmful substances	On-line relationships	Decision making	Private parts and personal space (activities 1-4).  Staying safe in the sun.	Road safety  First aid
Yr 3	Courtesy and good manners  Private parts and personal space (activities 4-6).	Understanding differences.  Differences and similarities	On-line relationships.	On-line contacts, who is my friend?	Understanding hygiene	Road safety.  Body parts and differences.
Yr 4	Self-esteem.  Mental well-being	Understanding and expressing emotions	On-line relationships.  Making choices	Bullying.  Harmful substances.	Secrets.  Staying safe in the sun	Road safety. First aid.  Babies and where they come from
Yr 5	On-line relationships	Sharing on-line images	Changes	Assertiveness.  Road safety.	Different relationships.	Puberty
Yr 6	Resolving Conflict in relationships.	Stereotyping.  Prejudice and discrimination	On-line relationships. Peer pressure	Getting help and support. First aid.	Understanding periods.  Reproduction and pregnancy.	Mission Transition – Daniel Spargo-Mabbs.  Road safety.







### Appendix 3: National Curriculum for Science

<b>National Curriculum Science End of Key Stage Expectations</b>	
<b>Key Stage One</b>	<b>Key Stage Two</b>
<ul style="list-style-type: none"> <li>• That animals including humans, move, feed, grow, use their senses, and reproduce</li> <li>• To recognise and compare the main external parts of the bodies of humans</li> <li>• That humans and animals can produce offspring, and these grow into adults</li> <li>• To recognise similarities and differences between themselves and others and treat others with sensitivity</li> </ul>	<ul style="list-style-type: none"> <li>• That the life processes common to humans and other animals include nutrition, growth, and reproduction</li> <li>• About the main stages of the human life cycle National Curriculum Science</li> </ul>

<b>National Curriculum Science Statutory and Non-Statutory Requirements for each year group</b>
<p><b>EYFS - Early learning goals</b></p> <p><b>Health and self-care</b> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p><b>Making relationships</b> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.</p>
<p><b>Year 1 Statutory requirements</b> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <i>Notes and guidance (non-statutory)</i> <i>Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs, and rhymes</i></p>
<p><b>Year 2 Statutory requirements</b> Notice that animals, including humans, have offspring which grow into adults <i>Notes and guidance (non-statutory)</i></p> <ul style="list-style-type: none"> <li>• <i>Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. 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.</i></li> <li>• <i>The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.</i></li> </ul>
<p><b>Year 5 Statutory requirements</b> Describe the changes as humans develop to old age. <i>Notes and guidance (non-statutory)</i></p>

- 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

### **Year 6 Statutory requirements**

Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

*Notes and guidance (non-statutory)*

*They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, Labradors are crossed with poodles. They should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments.*

*The following aims complement those of the Science curriculum. SRE should prepare young people for an adult life in which they develop confidence in talking, listening and thinking about feelings and relationships*

- Can name parts of the body and describe how their bodies work
- Can protect themselves and ask for help and support
- Are prepared for puberty
- Specific Issues Statutory policies required by education legislation
- Puberty

*All children, boys and girls, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes.*

### **Appendix 4: National Curriculum for Physical Education (P.E.)**

<b>Aims:</b>	<p>The national curriculum for physical education aims to ensure all pupils:</p> <ul style="list-style-type: none"> <li>• Develop competence to excel in a broad range of physical activities</li> <li>• Are physically active for sustained periods of time</li> <li>• Engage in competitive sports and activities</li> <li>• Lead healthy, active lives</li> </ul>
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### **Appendix 5: National Curriculum for Computing**

<b>National Curriculum Computing Statutory Requirements</b>	
<p><b>Key Stage 1</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Recognise common uses of technology beyond school</li> <li>• Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet and other online technologies</li> </ul>	<p><b>Key Stage 2</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Understand computer networks including the internet; how they can provide multiple services such as the world wide web; and the opportunities they offer for communication and collaboration</li> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a</li> </ul>

	range of ways to report concerns about content and contact
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**Appendix 6**

**Parent Form: Withdrawal from Sex Education within RSE**

<b>TO BE COMPLETED BY PARENTS</b>			
<b>Name of child:</b>		<b>Class:</b>	
<b>Name of parent:</b>		<b>Date:</b>	
<b>Specific content/areas of the units for which request is being made:</b>			
<b>Reason for withdrawing from Sex Education within RSE:</b>			
<b>Parent Signature:</b>			

<b>TO BE COMPLETED BY THE SCHOOL</b>	
<b>Agreed actions from discussion with parent</b>	
<b>Date and name of member of staff completing form:</b>	

## **Appendix 7: Additional Resources for Parents**

### **Babies: all about conception, birth and the first years**

*Usborne (2004) Meredith, S*

Part of the Facts of Life series, this book traces the development of a baby from conception to birth and the first

years of life, and the effects of pregnancy on the mother.

Suitable for: 10 years and above

Format: Book

Available from: <http://www.usborne.com/>

### **Great answers to difficult questions about sex: what children need to know**

*Jessica Kingsley (2010) Goldman, L*

Book to help parents talk to their children about sex. Covers topics such as how babies are made, relationships, and puberty.

Suitable for: Early years, primary and secondary

Format: Book

Available from: [www.jkp.com/catalogue/book/9781849058049](http://www.jkp.com/catalogue/book/9781849058049)

### **Growing up: all about adolescence, body changes and sex**

*Usborne (1997) Meredith, S*

Part of the Facts of Life series, this book covers puberty, sex, STIs and contraception.

Suitable for: 10 years and above

Format: Book

Available from: <http://www.usborne.com/>

### **How are babies made?**

*Usborne (2000) Smith, A*

Find out how a baby grows inside its mother – with the help of fantastic fold-out flaps. Bold cartoon-style illustrations show where a baby comes from, how long it takes to grow and what a newborn baby does, and flaps reveal hidden processes and amazing facts.

Suitable for: KS1

Format: Book

Available from: [www.usborne.com](http://www.usborne.com)

### **Speakeasy: talking with your children about growing up**

*FPA (2009)*

Based on the established SRE training course for parents and written in consultation with parents, this book is designed to help parents and carers talk to children of all ages about all aspects of sex and relationships.

Suitable for: All ages

Format: Book

Available from: [www.fpa.org.uk](http://www.fpa.org.uk)

### **Sex and relationships**

*Parentchannel.tv*

Series of short videos for parents on talking to their children about sex and relationships and how best to provide support.

Suitable for: All ages  
Format: Online films

**What's happening to me? (girls)**

Statutory policies required by education legislation

*Usborne (2006) Meredith,*

S Illustrated guide to  
female puberty. Suitable

for: 9 years and above

Format: Book

Available from: <http://www.usborne.com/>

**What's happening to  
me? (boys)** *Usborne*

*(2006) Frith, A*

Illustrated guide to  
male puberty. Suitable

for: 9 years and above

Format: Book

Available from: <http://www.usborne.com/>

### **Websites**

<http://www.familylives.org.uk>

<http://www.fpa.org.uk>

<http://kidshealth.org/en/parents/growth/>

<http://www.always.co.uk/en-gb/tips-and-advice-for-women/mums-and-daughters>

<https://lovese.org.uk/>

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>