

# **St John's Church of England School**

**'I can do everything through Christ, who gives me  
strength'**

**Philippians 4:13**



## **Relationships and Sex education policy**

**Date Written: June 2023**

**Review: June 2025**

## **Vision**

**‘.....I can do everything through Christ who gives me strength’**

**Phil 4:13**

At St John’s we foster an ethos deeply rooted in the Bible, underpinned by **faith** and committed to educational excellence.

In our community we respect that everyone is uniquely made in the image of God. We grow together in **wisdom, compassion, strength** and instill a sense of **hope** for all to flourish.

We make a difference.

## **Core Values**

**Faith** – Is being sure of what we hope for and certain of what we do not see

**Strength** – Faith is God presents us with the strength to build and progress in our life and the lives of others.

**Compassion** – We are fair, we care and show understanding towards others.

**Wisdom** – Building confidence, discipline and knowledge to fully develop our talents in all areas of our lives.

**Hope** – Coping wisely with situations that will help guide us into fulfilling our aspirations

## **Statement of Aims**

***We are a Christian School working together to inspire and empower each child to lead a happy and fulfilling life.***

**We:-**

- **Work together and be the best we can.**
- **Care for and support one another.**
- **Respect and value one another and the environment.**

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## Rationale

St. John's is a Church of England school with the central beliefs of the Christian faith at the heart of school life. Our faith-sensitive and inclusive approach to Personal, Social, Health and Economic (PSHE) education is underpinned by the greatest biblical commandments Jesus taught - to love God and to love your neighbour. This commandment is the foundation of the Christian view of relationships. It reflects the expectations outlined in the Church of England Education Office Response to a Call for Evidence on RSE Curriculum:

*"In Church of England schools, and in all schools, we want young people to flourish and to gain every opportunity to live fulfilled lives. For Church schools, RSE 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."*  
(Church of England Education Office Response to a Call for Evidence on RSE Curriculum p1)

We believe that Relationship, Sex and Health Education (RSHE) should be taught in a way that reflects the overall Christian context of inclusiveness, tolerance, love, faithfulness and compassion. This will ensure our pupils are educated citizens in a global world who are able to cherish themselves and others as unique and wonderfully made in God's image. We teach our pupils that they are loved and accepted and through this ethos, we hope our pupils learn how to form healthy relationships where they respect and afford dignity to others whether within a friendship, family relationship or romantic relationship and know how to keep themselves and others safe.

## Statutory requirements

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain. When taught well, PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life.

From September 2020 all schools in England and Wales must deliver the mandatory programme of Relationships, Sex and Health Education (RSHE). At St. John's C of E, we welcome this development, whilst also recognising that this is only a partial curriculum within the wider context of Personal, Social, Health and Economic Education (PSHE).

Relationships, Sex and Health Education (RSHE) is a fundamental part of PSHE, with a focus on physical, moral and emotional development. It aims to ensure that children understand the value of commitment and stability in all relationships, and the range of ways in which we may interact with family and friends. It particularly reinforces the first two aims of 'Valuing All God's Children' (Church of England, 2019), which is to "be healthy" and "stay safe".

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. The end-of-primary expectations and curriculum content is given in the Relationships Education, Relationships and Sex

Education, and Health Education DfE guidance (2019). It states that schools are not required to provide sex education, but do need to teach the elements of sex education contained in the science curriculum and can determine how this is taught as part of a broad and balanced curriculum.

The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory in maintained schools. It is stated that by the time children leave Key Stage 2, they must:

- Know about menstrual wellbeing including the key facts about the menstrual cycle.
- Know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

Our school also delivers Sex Education, this may form part of the Relationships Education, Science Curriculum and as standalone Sex Education in Year 6 Parents can withdraw from **some** Sex Education lessons (see section on parents right to withdraw).

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

## Equality

At St. John's C of E, we recognise our duties under the Equality Act 2010. Under the provisions of the act, it has been made explicit that schools must not unlawfully discriminate against pupils because of their protected characteristics (e.g. age, sex, race, disability, religion or belief, gender reassignment, or sexual orientation). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the [SEND Code of Practice](#) when planning for these subjects.

This is reiterated in the DfE guidance, which states:

*“ Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics... At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum”. The DfE Guidance 2019 (p. 15)*

Duties under the act are also fully described in Valuing All God's Children 2017, it states:

*‘Every person in the school community is a child of God: so that at the heart of Christian distinctiveness in schools is an upholding of the worth of each person’ - Valuing All God's Children 2017*

Valuing, respecting and honouring the diversity of humanity that has been created by God is central to our commitment to equality and inclusiveness. At St John's C of E we are committed to the provision of RSHE curriculum and ensure that all pupils have equal

opportunities to experience, participate and achieve the understanding of the curriculum. The planning and organising of content and teaching approaches are continuously reviewed through regular monitoring cycles and pupil voice opportunities to ensure that no pupil is disadvantaged.

## **Purpose of RSHE**

There are many reasons why SRE is taught in schools. The most prevalent reasons within primary education include:

- It is part of the National Science Curriculum.
- More than ever before, children are exposed to representations of sex and sexuality through the media and the social culture around them, so we need to present a balanced view of SRE.
- Research consistently shows that effective SRE delays first sexual experience and reduces risk-taking
- Surveys of children and young people have repeated that SRE tends to be “too little, too late and too biological”. (Jigsaw 2022)
- knowledge empowers children to make informed decisions that help keep them safe, healthy and happy.

## **The aims of RSHE**

The aims of relationships and sex education (RSE) at St. John's C of E is intended to reflect the school's Christian Core Values in order to demonstrate and encourage the following:

- To enable pupils to understand the qualities of healthy relationships based on Christian principles, including the importance of marriage and lifelong commitments.
- Help pupils develop a positive and secure personal identity which includes self-esteem and body image, and to understand the influences and pressures around them
- Help pupils develop a positive and secure personal identity, a sense of their own value and feelings of confidence and empathy.
- To ensure that all understand the importance of respecting others and accepting those who differ, yet challenging those behaviours and attitudes which exploit others and do not reflect our Christian values.
- To know how to 'love your neighbour' even when we might disagree.
- To understand our roles and responsibilities within our families, friends, schools and wider communities
- To understand the importance of family life, stable and loving relationships, respect, love and care and promoting the British values of tolerance.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Provide a framework in which sensitive discussions can take place
- To ensure Sex and Relationships Education is part of a child's broad, balanced curriculum, integral to the basic curriculum of the school and part of the child's all-round development.
- To prepare children for healthy relationships both in the real and online world.

- To understand how to stay safe, know the importance of boundaries and how to report abuse or feelings of being unsafe using the correct vocabulary
- Create a positive culture around issues of sexuality and relationship.

Our policy is closely aligned to our school's vision and values and is supported by the guidance of the London Diocesan Board of Schols (LDBS), in accordance with the document, 'Valuing All God's Children'. It has been carefully written to ensure that our distinctiveness as a Christian School and the values we uphold are taken account of. Our values of Compassion, Respect, Wisdom, Faith and Hope are an integral part of this.

### Links to other policies

At St John's Church of England School we teach RSHE following these statutory guidelines and as set out in this policy. The teaching of RSHE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Anti-bullying Policy: The Church of England document 'Valuing All God's Children, 2019 states:

*"Schools should ensure that they have clear anti-bullying policies on preventing and tackling homophobic, biphobic and transphobic behaviour and language and that these policies are known and understood by all members of the school community. School leaders should present a clear message that HBT bullying will not be tolerated and that there can be no justification for this negative behaviour based on the Christian faith or the Bible. Schools should ensure that pupils understand how to report incidents. Pupils should be confident that if they report bullying it will be taken seriously." - Valuing All God's Children 2019*

- Behaviour Policy
- Equal Opportunities Policy
- Health and Safety Policy
- ICT Policy and Safe Internet Use Policy
- PSHE Policy
- RE Policy
- Safeguarding/Child Protection Policy
- Special Educational Needs Policy

### Curriculum - Definition and content

#### Relationship, Sex and Health Relationships definition

The Government's definition is this:

*"It is lifelong learning about physical, moral 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 sex, sexuality, and sexual health. It is not about the promotion of sexual activity – this would be inappropriate teaching." (Department for Education and Employment, SRE Guidance, 2000)*

## **Relationships Education**

Relationships Education is taught within the context of Personal, Social, Health and Economic (PSHE) curriculum.

The DfE statutory guidance on Relationships Education expects schools to teach the fundamental building blocks and characteristics of positive relationships, these are achieved through the teaching of:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Relationships Education is compulsory in all primary and secondary schools. The biological aspects of Relationships Education are taught within the science curriculum, and other aspects are also included in health education. The expected outcomes for each of these elements can be found in Appendix 1 - Statutory Relationships and Health Education, which provides guidance on what pupils need to know by the end of primary school.

At St. John's C of E, we use the Jigsaw PSHE scheme of work to support our delivery of our curriculum. The content is always reviewed and adapted to meet the needs of our pupils.

Aspects of the teaching of RSHE are covered in the 'JigSaw' PSHE units: Celebrating Differences, Relationships, Healthy me and Changing me. Learning is also consolidated throughout the year to ensure a consistent spiraling approach to keeping safe through other curriculum subjects e.g. Online Safety units within Computing or national events e.g. Anti-bullying week.

## **Safeguarding pupils through RSE**

RSHE also helps pupils to understand the difference between healthy and unhealthy relationships. These lessons equip them with the skills to identify both forms of abuse in relationships both on and offline, they will also learn about the importance of a healthy lifestyle and positive mental health. Through the teaching of RSHE, pupils are taught how to recognise harms, ways to report concerns and seek advice and support when something worries them as well as equip them with the strategies to support their mental health and development.

These aspects of building positive relationships are covered in an age appropriate way from EYFS to Year 6 as shown in our curriculum document in Appendix 2.

As an inclusive Christian school, we value difference and diversity within our school community and wider world. As a church school, we teach RSHE with the principle in mind that we are all God's children and through that we are all created equally in His image.

Parents should also be aware that the Church of England states in "Valuing All God's Children", 2019, that Relationships and Sex education should:



*"Make it clear that relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. RSE must promote gender equality and LGBT equality and it must challenge discrimination. RSE must take the needs and experiences of LGBT people into account and it should seek to develop understanding that there are a variety of relationships and family patterns in the modern world." (Page 34)*

Therefore in our RSHE lessons, we take care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ 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).

### **Health Education**

Health Education is compulsory for all primary and secondary schools. In this is a program of teaching, pupils will learn about characteristics of good physical health and mental wellbeing. Topics covered include

- Mental wellbeing
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body (Puberty)

### **Teaching about puberty**

The DfE statutory guidance on Health education states that teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance. - 'Changing adolescent body'. At St.John's C of E, this is covered in the 'Healthy me' and 'Changing Me' PSHE units across Years 4, 5 and 6. It is covered at this age to ensure that pupils are prepared for the emotional and physical changes that will happen during puberty.

All pupils are taught about puberty changes in both genders, not just their own biological gender. We feel this is important for our pupils as they learn and understand each other's development. It helps to ensure that they are mindful of their peers' needs and allows them to develop into sensitive, caring, compassionate individuals who understand the changes that boys and girls experience.

### **Sex education**

Sex Education is learning about the physical, social, emotional and legal aspects of human sexuality and behavior including human reproduction. Sex Education is not compulsory in

primary schools, however The DfE Guidance 2019 (p.23) recommends that all primary schools:

*'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils...and should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'. DfE 2019*

The Church of England Education Office Response – Changes to teaching of RSE and PSHE: A Call for Evidence states on page 1:

*"Relationships and sex are good gifts of God and should bring joy. In our experience, young people most desire to learn about (and have modelled for them) good, healthy relationships. They want to learn how to secure, develop and sustain healthy relationships and how to be able to recognise when and how relationships go wrong. They must be prepared for the opportunities, challenges and responsibilities of being in relationship with other people. Relationships education and RSE must give pupils the understanding, vocabulary and strategies they require to keep themselves safe and to thrive within good, stable long-term relationships of all kinds."*

*(Church of England Education Office Response to call for Evidence on RSE Curriculum p1)*

In addition to statutory RSHE, at St John's C of E, we have chosen to deliver sex education lessons in Year 6 only. The lessons focus on preparing pupils for changes that adolescence brings and the scientific process of how a baby is conceived and born. This builds on from what children learn in the Year 5 curriculum about asexual and sexual reproduction in plants and animals.

The emphasis is on changes that pupils will experience as they grow up, what those changes look and feel like, and why they happen. The key ideas within the 'Changing me' unit of work include:

|                     |                   |                     |                     |
|---------------------|-------------------|---------------------|---------------------|
| Life cycles         | Puberty           | Becoming a teenager | Safeguarding        |
| How babies are made | How babies grow   | Assertiveness       | Family stereotypes  |
| My changing body    | Growing and aging | Self- respect       | Self and body image |
| Attraction          | Change            | Accepting change    | Moving on           |

The progressive unit of work aim, by the end of Year 6, to have helped our young people understand puberty and human reproduction. At St. John's we have reviewed the JigSaw suggested structure for our RSE lessons, and re-ordered lessons across year groups in line with our pupils' emotional maturity and developmental stages. The lessons do not explore sexuality or promote sexual activity. The resources we use when teaching the non-statutory sex education units are available for parents/carers to view on request to the PHSE subject lead.

## **Additional PSCH and RSE content**

Our PSCH and RSE curriculum involves a combination of sharing information, and exploring issues and values. At St. John's C of E, we recognise that our young people are growing up in a digital age, with access to devices and to the internet. The internet can transform childrens' lives – for better or for worse. It can open up a new world of entertainment and information and allow children to learn in new and unexpected ways. At the same time, it may also expose them to unknown and unprecedented dangers including unhealthy and sexualised materials which impact the development and behaviours.

In 2022, the Children's Commissioners published findings from their survey - 'Digital Childhood', which highlighted that children are exposed to various forms of harmful content online, which simply wouldn't be allowed to cross their paths in the 'real' world. This included sexualised and pornographic imagery, violent or gory content, material depicting self-harm, and anonymous trolling. It also emphasized that a concerning percentage of children do not report harmful content. [The Internet Watch Foundation](#) publish annual reports which provide further shocking statistical information on the outcomes.

Whilst we have to respect the pace of children's maturation, our curriculum is also determined and influenced by the requirements of the Keeping Children Safe In Education statutory guidance - which sets out the legal duties that govern all schools and colleges in England when carrying out their duties to safeguard and promote the welfare of children under the age of 18. There may be occasions we feel that some topics may need to be addressed prior to secondary school years education depending on relevance to our pupils, the situational occurrences and community contexts.

These topics may include but are not limited to raising awareness of harms such as:

- Sexting - Sharing nude and semi-nude images
- Sexual harassment e.g. Upskirting
- All forms of consent - not just sexual consent
- Online harms - peer pressures and grooming
- Female Genital Mutilation (FGM – taught through the NSPCC PANTS programme)

At St. John's C of E, a culture of safeguarding is embedded within and promoted throughout every aspect of our school life and we believe that connecting home and school makes us a great community of learners. Therefore, if and when we need to create a bespoke curriculum to address concern beyond our curriculum scheme appendix 2, we would always notify parents and carers of this and any additional materials added to the curriculum. It is through our PSCH and RSE curriculum that we can correctly educate our pupils about relevant topics in a way that does not promote or encourage, but provide them with the information and skills necessary to help keep themselves and others safe.

There are some sensitive or controversial topics over which some staff, parents and governors may have reasonable concerns. These topics may include but are not limited to:

- Forms of sexual intercourse e.g. masturbation, foreplay or oral sex
- Including homosexual practices
- Logistics of transgender relationships
- Exploitative or violent sexual practices e.g. incest, prostitution, rape
- Managing pregnancy e.g. contraception or abortion

Due to the nature of these topics, we will always refer these back to families to discuss with their child/ren. At parental request school can also refer these questions to the school nurse, who will discuss it with the child/ren.

### **Won't teaching of RSE take away from children's innocence?**

No.

The evidence suggests that high quality RSE does the opposite: it actually delays young people's first sexual experience, and it helps them become much more confident and comfortable about making informed choices. Good RSE takes away children's ignorance, not their innocence.

Teaching about safety and relationships as part of PSHE Education contributes to how schools approach the safeguarding of pupils. Research shows us time and time again that children want and need SRE that is age- and stage-appropriate, that teaches them to recognise when they and others are at risk, equips them with the skills, strategies and language they need to take appropriate action about relationships and emotions, delays sexual activity, thus ensuring that children are safer and empowered to make healthier choices.

This is crucial to fulfilling statutory duties in relation to safeguarding pupils as well as to meeting Ofsted expectations. Ofsted expressed concern in its 2013 PSHE report that a lack of high-quality, age-appropriate RSE in over a third of schools left young people vulnerable to inappropriate sexual behaviours and exploitation. It is clear, therefore, that PSHE Education plays a vital part in helping to meet school's responsibilities to safeguard their pupils, your children and an education that is returned to consistently throughout their education.

## **Curriculum and Delivering of PSHE and RSE**

### **Relevant resources**

At St John's we primarily follow the Jigsaw Scheme of work for the delivery of our PSHE and RSE curriculum. We aim to help develop the whole child emotionally, mentally and spiritually, through carefully planned and resourced lessons, in our strive for educational excellence, we will regularly review and adapt the scheme using materials from approved sources such as: MindUp, the NSPCC and the PSHE Association. These help to inform our curriculum which in turn ensures that our pupils receive comprehensive, balanced accurate information that help our pupils develop the knowledge, skills and attributes needed to: protect themselves and others around them, grow to have a compassionate understanding for others in their community and wider world and build and maintain, healthy and successful relationships.

### **Range of learning approaches**

In every session, a variety of teaching and learning styles are used including: videos, visual aids and models, information sheets and pamphlets, textbooks, roleplay, games, the internet and visits where appropriate. Lesson content, materials and resources are assessed to ensure that they are current, relevant and appropriate to the age and maturity of the pupils.

### **Creating a safe and supportive learning environment**

A safe, supportive and respectful learning environment is created by establishing clear ground rules, developed and agreed with all pupils across the school and referred to during PSCH and RSE lessons. This helps to secure an atmosphere within which pupils feel able to discuss concerns, feelings and sensitive issues.

Staff are aware that views around RSE related issues are varied, however we need to normalize talking RSE so that taboos do not need to exist. Whilst 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 underpinned by our core Christian ethos and values.

### **Delivery of RSE**

Relationships and Health Education is taught within the PSCH curriculum. The biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Education (RE). Children are naturally curious and want to know and understand more, therefore we always insure that content is appropriate to the development of our pupils, we always ensure lines of communication are open: having honest and open conversations using the correct terminology so that pupils are correctly educated and not confused by hints, euphemisms and innuendos.

RSE lessons are usually delivered in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups e.g. puberty and the Year 6 sex education aspects of Relationships and Sex Education. RSHE lessons are delivered by a member of school staff, usually the child's class teacher. There are always two adults in the classroom.

### **Meeting the needs of SEND pupils**

Lessons are accessible to all pupils including those with Special Educational Needs and Disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood outcomes. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age appropriate Relationships and Health education is an essential part of their learning. We will ensure that our curriculum is accessible to all pupils by using appropriate resources, small group work and provided training for staff.

### **Confidentiality**

In the course of PSCH and RSE lessons, pupils may indicate in some way that they are vulnerable or at risk. At St. John's C of E, our staff will ensure that pupils know that staff cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. They will instead be supported as appropriate, and in these circumstances, staff will work within the agreed Child Protection and Safeguarding policy and procedures.

### **Questions and discussions**

We encourage curiosity in children as it is an important part of their learning, especially in regards to RSE. It is our shared believe that:

*If pupils are not offered effective relationship and sex education that allows them to have their questions answered and is informative, they may find their information elsewhere (e.g. inappropriate website and forums) – Valuing All God's Children 2017*

Pupils may ask questions related to sex education, both in and outside of the lessons. Questions are always answered factually and in accordance to the age and maturity of the pupils concerned. If staff have a concern with regards to safeguarding due to the nature of a question, they would follow our school safeguarding policy.

The following are protocols teachers follow for discussions ('Ground Rules')

- No one (teacher or pupil) will have to answer a personal question
- No one will be forced to take part in a discussion
- Only correct/agreed names for body parts will be used
- Meanings of words will be explained in a sensible and factual way
- Teachers may use their discretion in responding to questions and may say (for example):
  - The appropriate person to answer that question is your parent. Children may be signposted back to parents and the teacher will contact the parent to give the parents a context to the conversations that have been had in class.
  - The question can be discussed in a smaller group
  - The topic will be covered at a later stage in their Relationships Education
- The use of a question box may help to lessen embarrassment of asking questions and allow for teacher discretion to address questions collectively, individually or inform parents and careers of questions that have arisen.

The above ground rules will be shared with pupils in a child friendly way

### **Assessment and monitoring**

The delivery of the RSHE curriculum is monitored by our PSHE leader and the senior leader responsible for safeguarding and curriculum. This is done through:

- Planning scrutinies
- Floor book scrutiny
- Learning walks (lesson observations)
- Pupil voice opportunities
- Pupils development as part of the internal assessment system.

Relationships, Sex and Health Education and will be assessed as part of the wider PSHE curriculum.

### **Partnership with stakeholders**

The school views parents as partners in the delivery of Relationships Education. Parents will be informed about the Relationships Education programme at the start of the academic year, as part of information provided on the curriculum maps on the school website and during information workshops.

The school will liaise with parents through:

- RSE workshops
- The school website
- Letters prior to teaching specific content or outside visitors

The school encourages parents to discuss Relationships Education with the Headteacher, PSHE lead or the child's class teacher and are invited to view materials. This policy will be available on the school website for parents.

## Right to withdraw

Parents and careers **do not** have the right to withdraw their child from statutory Relationships and Health Education lessons (see outline of Relationships and Health education in appendix 1. Parents cannot withdraw their children from the statutory [National Science Curriculum](#).

Parents and carers have the **right to withdraw** their children from the non-statutory components of sex education (taught in Year 6 only) within Relationships Education, these aspects are highlighted in **red** within the appendix 2 document. Requests for withdrawal from these lessons should be put in writing and addressed to the Headteacher. In the event of a child being withdrawn from a lesson, that child must stay in school and will be assigned to another class until that specific lesson is over.

If you withdraw your child from sex education lessons, the school cannot guarantee that your child will not hear about the content of lessons from other pupils e.g. on the playground, walking home from school. By withdrawing children from sex education lessons, they may seek the information from elsewhere e.g. friends, siblings, the internet. These sources of information are often incorrect and unreliable and can expose children to information which is not appropriate for their age or may be potentially misleading or confuse them.

## Roles and responsibilities

### The governing board

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

### The Headteacher

The Headteacher is responsible for ensuring the intent, implementation, and impact of this policy. This includes:

- Embedding a whole school approach to PSCE in the school curriculum.
- Providing high quality training for teachers ensuring effective teaching.
- Keeping resources updated.
- Staying up to date with current themes.
- Ensuring dedicated curriculum time for PSCE.

The Headteacher will appoint a lead teacher for PSCE

The Headteacher will ensure that staff who have concerns about the teaching of RSHE will have an opportunity to discuss these.

### **Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE and PSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the nonstatutory/non-science components of RSE

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

All staff involved in teaching PSHE through the use of the Jigsaw programme will be involved in the teaching of RSE.

### **Pupils**

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

### **Parents**

What children learn at school is part of the puzzle, and children can continue to learn from you at home. For some parents/carers, it can feel totally natural to discuss relationships, puberty and human reproduction with their child, while for others it can seem awkward and difficult. Either way, it is important to remember these key points:

- We all want children to feel safe and to be happy and healthy
- We need to consider their needs
- We need to normalise talking about relationships, puberty and human reproduction so taboos don't need to exist
- We might need to challenge our own ways of thinking
- We have choices: we can avoid it or we can communicate openly and honestly with children – they need us!

Working in partnership with the school will enable us to work collaboratively to educate our children.

### **Training**

Staff are trained to deliver the RSHE and regular updates are included in our continual professional development clander. The Headteacher will also invite visitors from outside of the school such as the school nurse, general practitioners or other professionals to provide support and training to all staff teaching RSHE.



## Policy development

This policy was developed by the school governors and the PSCHÉ Subject Lead, in consultation with staff, parents and carers. The consultation and policy development process involved the following steps:

1. **Review** – a working group 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
3. **Parent/stakeholder consultation** – parents and any interested parties were invited to comment on the policy
4. **Pupil consultation** – we investigated what exactly pupils want from their RSE
5. **Governor consultation** - - all governors were given the opportunity to look at the policy and make recommendations via a governor meeting. All governors were sent the draft policy in advance of the meeting and were then invited to comment on the policy and make suggestions/amendments.
6. **Ratification** – once amendments were made, the policy was again shared with governors and ratified.

## Appendix 1: DfE Expectations of Relationships, Sex and Health Education by the end of Key Stage 2

### **Relationships Education in Primary schools – DfE Guidance 2019**

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The references R3/H5 etc can be cross-referenced on the Jigsaw mapping documents and Puzzle Maps to show which lessons throughout Jigsaw contribute to which statutory outcomes. All statutory outcomes are covered in the Jigsaw 3-11 Programme. The guidance states that, by the end of primary school:

| <b>Relationships</b>                       | <b>Pupils should know...</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>How Jigsaw provides the solution</b>                                                                                                                                                                                     |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Families and people who care for me</b> | <ul style="list-style-type: none"><li>• R1 that families are important for children growing up because they can give love, security and stability.</li><li>• R2 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>• R3 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>• R4 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>• R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious).</li><li>• R6 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> | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"><li>• Relationships</li><li>• Changing Me</li><li>• Celebrating Difference</li><li>• Being Me in My World</li></ul> |
| <b>Caring friendships</b>                  | <ul style="list-style-type: none"><li>• R7 how important friendships are in making us feel happy and secure, and how people choose and make friends</li><li>• R8 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>• R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded</li><li>• R10 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>• R11 how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                             |

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                  |
|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                 | unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help and advice from others, if needed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                  |
| <b>Respectful relationships</b> | <ul style="list-style-type: none"> <li>• R12 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>• R13 practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• R14 the conventions of courtesy and manners</li> <li>• R15 the importance of self-respect and how this links to their own happiness</li> <li>• R16 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>• R17 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>• R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• R19 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>• R20 that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• R21 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>• R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• R23 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>• R24 how information and data is shared and used online.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul> |
| <b>Being safe</b>               | <ul style="list-style-type: none"> <li>• R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• R26 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>• R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• R29 how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>• R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• R32 where to get advice e.g. family, school and/or other sources.</li> </ul>                                                                                                             | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul> |

## Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

| Health                           | Pupils should know                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Linked within Jigsaw:                                                                                                                                                                                                  |
|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Mental wellbeing</b>          | <ul style="list-style-type: none"> <li>• H1 that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• H2 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>• H3 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>• H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</li> <li>• H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• H7 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>• H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</li> <li>• H9 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 well-being or ability to control their emotions (including issues arising online).</li> <li>• H10 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> | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul> |
| <b>Internet safety and harms</b> | <ul style="list-style-type: none"> <li>• H11 that for most people the internet is an integral part of life and has many benefits.</li> <li>• H12 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>• H13 how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• H14 why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• H15 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> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Healthy Me</li> </ul>                                                          |

|                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                             |
|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                    | <ul style="list-style-type: none"> <li>• H16 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>• H17 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>• H18 the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• H19 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> <li>• H20 the risks associated with an inactive lifestyle (including obesity).</li> <li>• H21 how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>                                                                                                                                                                                                                                    | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>                        |
| <b>Healthy eating</b>              | <ul style="list-style-type: none"> <li>• H22 what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• H23 the principles of planning and preparing a range of healthy meals.</li> <li>• H24 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>                                                                                                                                                                                                                                                                                                                                                              | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>                        |
| <b>Drugs, alcohol and tobacco</b>  | <ul style="list-style-type: none"> <li>• H25 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>• H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• H28 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>• H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• H31 the facts and science relating to immunisation and vaccination</li> </ul> | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>                        |
| <b>Basic first aid</b>             | <ul style="list-style-type: none"> <li>• H32 how to make a clear and efficient call to emergency services if necessary.</li> <li>• H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>All of these aspects are covered within:</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>                                              |
| <b>Changing adolescent body</b>    | <ul style="list-style-type: none"> <li>• H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• H35 about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Changing Me</li> <li>• Healthy Me</li> </ul> |

## Appendix 2: PSCH and RSE Curriculum Overview by units of work.

[NSPCC PANTS programme](#) which includes FGM lessons are colour coded in blue, which helps our pupils understand that their body belongs to them, and promotes safeguarding by empowering them to tell someone they trust if anything makes them feel upset or worried. The programme aims to keep children safe from sexual abuse.

| <b>PSCH – Unit 1 Being me in my world</b> |                               |                                                                                                                                           |                                                                                                                                 |                                                                                                                                                                                                     |                                                                                                                                                            |                                                                                                                                                       |
|-------------------------------------------|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                           | <b>Lesson 1</b>               | <b>Lesson 2</b>                                                                                                                           | <b>Lesson 3</b>                                                                                                                 | <b>Lesson 4</b>                                                                                                                                                                                     | <b>Lesson 5</b>                                                                                                                                            | <b>Lesson 6</b>                                                                                                                                       |
| Year 1                                    | MindUp<br>How our brain works | <b>My Class</b><br>I understand the rights and responsibilities as a member of my class                                                   | <b>Rights and Responsibilities</b><br>I understand the rights and responsibilities for being a member of my class               | <b>Rewards and Feeling Proud</b><br>I know my views are valued and can contribute to the Learning Charter                                                                                           | <b>Consequences</b><br>I can recognise the choices I make and understand the consequences                                                                  | <b>Owning our Learning Charter</b><br>I understand my rights and responsibilities within our Learning Charter                                         |
| Year 2                                    | MindUp<br>How our brain works | <b>Hopes and Fears for the Year</b> I can identify some of my hopes and fears for this year                                               | <b>Rights and Responsibilities</b> I understand the rights and responsibilities for being a member of my class and school       | <b>Rewards and Consequences</b><br>I understand the rights and responsibilities for being a member of my class                                                                                      | <b>Rewards and Consequences</b><br>I can listen to other people and contribute my own ideas about rewards and consequences                                 | <b>Our Learning Charter</b><br>I understand how following the Learning Charter will help me and others learn                                          |
| Year 3                                    | MindUp<br>How our brain works | <b>Getting to Know Each Other</b> I recognise my worth and can identify positive things about myself and my achievements.                 | <b>Our Nightmare School</b><br>I can face new challenges positively, make responsible choices and ask for help when I need it   | <b>Our Dream School</b><br>I understand why rules are needed and how they relate to rights and responsibilities                                                                                     | <b>Rewards and Consequences</b><br>I understand that my actions affect myself and others and I care about other people's feelings                          | <b>Our Learning Charter</b><br>I can make responsible choices and take action                                                                         |
| Year 4                                    | MindUp<br>How our brain works | <b>Becoming a Class 'Team'</b><br>I know my attitudes and actions make a difference to the class team                                     | <b>Being a School Citizen</b><br>I understand who is in my school community, the roles they play and how I fit in               | <b>Rights, Responsibilities and Democracy</b><br>I understand how democracy works through the school council                                                                                        | <b>Rewards and Consequences</b> I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them | <b>Our Learning Charter</b><br>I understand how groups come together to make decisions                                                                |
| Year 5                                    | MindUp<br>How our brain works | <b>Being Me in Britain</b><br>I understand my rights and responsibilities as a British citizen                                            | <b>Year 5 Responsibilities</b><br>I understand my rights and responsibilities as a British citizen and as a member of my school | <b>Rewards and Consequences</b> I can make choices about my own behaviour because I understand how rewards and consequences feel                                                                    | <b>Our Learning Charter</b><br>I understand how an individual's behaviour can impact on a group                                                            | <b>Owning our Learning Charter</b><br>I understand how democracy and having a voice benefits the school community and know how to participate in this |
| Year 6                                    | MindUp<br>How our brain works | <b>Being a Global Citizen 1</b><br>I know that there are universal rights for all children but for many children these rights are not met | <b>Being a Global Citizen 2</b><br>I understand that my actions affect other people locally and globally                        | <b>The Learning Charter</b><br>I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities | <b>Our Learning Charter</b><br>I understand how an individual's behaviour can impact on a group                                                            | <b>Owning our Learning Charter</b><br>Understand how democracy and having a voice benefits the school community                                       |

## Appendix 2: PSCH and RSE Curriculum Overview by units of work: Unit 2 Celebrating Differences

| PSCH – Unit 2 Celebrating differences |                                                                                                                                                      |                                                                                                               |                                                                                                                                                |                                                                                                                      |                                                                                                                                                       |                                                            |
|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
|                                       | <u>Lesson 1</u>                                                                                                                                      | <u>Lesson 2</u>                                                                                               | <u>Lesson 3</u>                                                                                                                                | <u>Lesson 4</u>                                                                                                      | <u>Lesson 5</u>                                                                                                                                       | <u>Lesson 6</u>                                            |
| <u>EYFS</u>                           | <b>What I am Good At</b>                                                                                                                             | <b>I'm Special, I'm Me!</b>                                                                                   | <b>Families</b>                                                                                                                                | <b>Houses and Homes</b>                                                                                              | <b>Making Friends</b>                                                                                                                                 | <b>Standing Up For Yourself</b>                            |
| Year 1                                | <b>The Same as..</b><br>Looking at similarities between you and friends                                                                              | <b>Different from..</b><br>Looking at differences between you and friends                                     | <b>What is Bullying?</b><br>Understanding what Bullying is                                                                                     | <b>What do I do about Bullying?</b><br>Understanding how to deal with Bullying                                       | <b>Celebrating differences</b>                                                                                                                        | Introduction to PANTS lessons<br><br>What PANTS stands for |
| Year 2                                | <b>Boys and Girls</b><br>Assumptions and Stereotypes                                                                                                 | <b>Why does Bullying happen?</b><br>Understanding how people who are bullied feel and how we can help them    | <b>Standing up for myself and others</b><br>To know ways to stand up for yourself and what to do if you are being bullied                      | <b>Making New Friends</b><br>To understand what a good friend is and how to build friendships                        | <b>Celebrating differences and still being friends</b>                                                                                                |                                                            |
| Year 3                                | <b>Families</b><br>To identify who are the people in your family and how you can show them appreciation                                              | <b>Family conflict</b><br>How to work together as a family to solve problems                                  | <b>Witness and Feeling</b><br>Learning how someone who is bullied feels/bystanders                                                             | <b>Witness and solutions</b><br>How we can solve bullying problems                                                   | <b>Celebrating different Compliments</b>                                                                                                              |                                                            |
| Year 4                                | <b>Judging by appearance</b><br>Understand that, sometimes, we make assumptions based on what people look like and to accept people for who they are | <b>Understanding influences</b><br>understand what influences me to make assumptions based on how people look | <b>Understanding bullying</b><br>Know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure | <b>Problem-solving (Cyberbullying)</b><br>Say why witnesses sometimes join in with bullying and sometimes don't tell | <b>Celebrating difference how we look</b><br>Explain why it is good to accept people for who they are                                                 |                                                            |
| Year 5                                | <b>Different cultures</b><br>Understand that cultural differences sometimes cause conflict                                                           | <b>Racism</b><br>Understand what racism is                                                                    | <b>Rumours and name-calling</b><br>Understand that these can be bullying behaviours                                                            | <b>Types of bullying</b><br>Know the differences between direct and indirect bullying                                | <b>Does money matter?</b><br>Compare my life with people in the developing world                                                                      |                                                            |
| Year 6                                | <b>Am I normal</b><br>Understand there are different perceptions about what normal means                                                             | <b>Understanding disabilities</b><br>Understand how having a disability could affect someone's life           | <b>Power struggles</b><br>Explain some of the ways in which one person or a group can have power over another and the impact                   | <b>Why Bully?</b><br>Know some of the reasons why people use bullying behaviours and strategies to help              | <b>Celebrating differences</b><br>Explain ways in which difference can be a source of conflict and a cause for celebration and show empathy to others |                                                            |

## Appendix 2: PSCH and RSE Curriculum Overview by units of work: Unit 3 Dreams and Goals

| PSCH – Unit 3 Dreams and Goals - Additional lessons will be delivered on Money Sense in the lead up to Christmas. |                                                                                                                                                                         |                                                                                                                                                        |                                                                                                                                                                                              |                                                                                                                                                                        |                                                                                                                                                                  |                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                   | Lesson 1                                                                                                                                                                | Lesson 2                                                                                                                                               | Lesson 3                                                                                                                                                                                     | Lesson 4                                                                                                                                                               | Lesson 5                                                                                                                                                         | Lesson 6                                                                                                                                                                           |
| Year 1                                                                                                            | <b>My Treasure Chest of Success</b><br>I can set simple goals                                                                                                           | <b>Steps to Goals</b><br>I can set a goal and work out how to achieve it                                                                               | <b>Achieving Together</b><br>I understand how to work well with a partner                                                                                                                    | <b>Stretchy Learning</b><br>I can tackle a new challenge and understand this might stretch my learning                                                                 | <b>Overcoming Obstacles</b> I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them              | <b>Celebrating My Success Assessment Opportunity</b> I can tell you how I felt when I succeeded in a new challenge and how I celebrated it                                         |
| Year 2                                                                                                            | <b>Goals to Success</b><br>I can choose a realistic goal and think about how to achieve it                                                                              | <b>My Learning Strengths</b><br>I can persevere even when I find tasks difficult                                                                       | <b>Learning with Others</b><br>I can recognise who it is easy for me to work with and who it is more difficult for me to work with                                                           | <b>A Group Challenge</b><br>I can work cooperatively in a group to create an end product                                                                               | <b>Continuing Our Group Challenge (Assessment)</b><br>I can explain some of the ways I worked cooperatively in my group to create the end product                | <b>Celebrating Our Achievement</b><br>I know how to share success with other people                                                                                                |
| Year 3                                                                                                            | <b>Dreams and Goals</b><br>I can tell you about a person who has faced difficult challenges and achieved success                                                        | <b>My Dreams and Ambitions</b><br>I can identify a dream/ambition that is important to me                                                              | <b>A New Challenge</b><br>I enjoy facing new learning challenges and working out the best ways for me to achieve them                                                                        | <b>Our New Challenge</b><br>I am motivated and enthusiastic about achieving our new challenge                                                                          | <b>Our New Challenge - Overcoming Obstacles</b><br>I can recognise obstacles which might hinder my achievement and can take steps to overcome them               | <b>Celebrating My Learning Assessment Opportunity</b><br>I can evaluate my own learning process and identify how it can be better next time                                        |
| Year 4                                                                                                            | <b>Hopes and Dreams</b><br>I can tell you about some of my hopes and dreams                                                                                             | <b>Broken Dreams</b><br>I understand that sometimes hopes and dreams do not come true and that this can hurt                                           | <b>Overcoming Disappointment</b><br>I know that reflecting on positive and happy experiences can help me to counteract disappointment                                                        | <b>Creating New Dreams Assessment Opportunity</b><br>I know how to make a new plan and set new goals even if I have been disappointed                                  | <b>Achieving Goals</b> I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group                               | <b>We Did It!</b><br>I can identify the contributions made by myself and others to the group's achievement                                                                         |
| Year 5                                                                                                            | <b>When I Grow Up (My Dream Lifestyle)</b><br>I understand that I will need money to help me achieve some of my dreams                                                  | <b>Investigate Jobs and Careers</b> I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs | <b>My Dream Job. Why I want it and the steps to get there</b><br>I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it | <b>Dreams and Goals of Young People in Other Cultures Assessment Opportunity</b><br>I can describe the dreams and goals of young people in a culture different to mine | <b>How Can We Support Each Other?</b><br>I understand that communicating with someone in a different culture means, how we can learn from and support each other | <b>Rallying Support</b><br>I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship |
| Year 6                                                                                                            | <b>Personal Learning Goals</b> I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal) | <b>Steps to Success</b> I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these       | <b>My Dream For the World</b> I can identify problems in the world that concern me and talk to other people about them                                                                       | <b>Helping to Make a Difference</b><br>I can work with other people to help make the world a better place                                                              | <b>Helping to Make a Difference</b><br>I can describe some ways I can work with other people to make the world a better place                                    | <b>Recognising Our Achievements</b><br>I know what some people in my class like or admire about me and can accept their praise                                                     |



## Appendix 2: PSCH and RSE Curriculum Overview by units of work: Unit 4: Health Me

| PSCH – Healthy Me |                                                                                                                                        |                                                                                                                                                                                                                  |                                                                                                                                                                                        |                                                                                                                                                                     |                                                                                                                                                                                                                   |                                                                                                                                                |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
|                   | <u>Lesson 1</u>                                                                                                                        | <u>Lesson 2</u>                                                                                                                                                                                                  | <u>Lesson 3</u>                                                                                                                                                                        | <u>Lesson 4</u>                                                                                                                                                     | <u>Lesson 5</u>                                                                                                                                                                                                   | <u>Lesson 6</u>                                                                                                                                |
| <u>EYFS</u>       | Everybody's Body                                                                                                                       | We Like to Move it, move it!                                                                                                                                                                                     | Food glorious food                                                                                                                                                                     | Sweet Dreams                                                                                                                                                        | Keeping Clean                                                                                                                                                                                                     | Consolidation                                                                                                                                  |
| Year 1            | <b>Being Healthy</b><br>(Learning the difference between being healthy and unhealthy)                                                  | <b>Healthy Choices</b><br>(Learning how to make healthy choices for your body)                                                                                                                                   | <b>Clean and Healthy</b><br>(Understanding how germs and illness affect our bodies)                                                                                                    | <b>Medicine Safety</b><br>(Learning how medicine helps our bodies and safety rules)                                                                                 | <b>Road Safety</b><br>(To understand rules when crossing and importance of being safe)                                                                                                                            | <b>Happy, Healthy Me</b><br>(Assessment)                                                                                                       |
| Year 2            | <b>Being Healthy</b><br>(Learning what a healthy lifestyle looks like)                                                                 | <b>Being Relaxed</b><br>(Learning factors that make us feel weak and strong - Stress)                                                                                                                            | <b>Medicine Safety</b><br>(Learning how medicine helps our bodies and safety rules)                                                                                                    | <b>Eating Healthy</b><br>Understanding what a healthy relationship with food is                                                                                     | <b>The Healthy Me Café</b><br>(Assessment)                                                                                                                                                                        | Consolidation                                                                                                                                  |
| Year 3            | <b>Being Fit and Healthy</b><br>(Setting fitness challenges)                                                                           | <b>Being Fit and Healthy</b><br>(Fitness challenges)                                                                                                                                                             | <b>What Do I Know about Drugs?</b><br>(Knowledge and attitude towards drugs)                                                                                                           | <b>Being Safe</b><br>(Assessment)                                                                                                                                   | <b>Being Safe at Home</b><br>(Learning your responsibilities in staying safe at home)                                                                                                                             | <b>My Amazing Body</b><br><b>P.A.N.T.S</b>                                                                                                     |
| Year 4            | <b>My Friends and Me</b><br>recognise how different friendship groups are formed, how I fit into them and the friends I value the most | <b>Group Dynamic</b><br>recognise the changing dynamics between people in different groups and aware of how different people and groups impact on me and can recognise the people I most want to be friends with | <b>Smoking</b><br>understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke                                                | <b>Alcohol</b><br>understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol      | <b>Healthy Friendships (Assessment)</b><br>recognise when people are putting me under pressure, explain ways to resist this. Identify feelings of anxiety and fear associated with peer pressure                  | <b>Celebrating inner strengths and assertiveness.</b><br>know myself well enough to have a clear picture of what I believe is right and wrong  |
| Year 5            | <b>Smoking</b><br>know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.                    | <b>Alcohol</b><br>some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart                                                                               | <b>Emergency Aid</b><br>know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations (Nurse visit TBC) | <b>Body Image</b><br>understand how the media and celebrity culture promotes certain body types - accept and respect myself for who I am                            | <b>My Relationship with Food [Assessment]</b><br>describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures | <b>Healthy Me</b><br>Know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy       |
| Year 6            | <b>Food</b><br>know the impact of food on the body, e.g. creating energy, giving comfort and altering mood                             | <b>Drugs</b><br>know about different types of drugs and their uses and their effects on the body particularly the liver and heart                                                                                | <b>Alcohol (Assessment)</b><br>evaluate when alcohol is being used responsibly, anti-socially or being misused                                                                         | <b>Emergency Aid</b><br>know and can put into practice basic emergency aid procedures (e.g. the recovery position) and know how to get help in emergency situations | <b>Emotional mental health</b><br>understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness                                                                | <b>Managing Stress</b><br>recognise when I feel stressed and the triggers that cause this and I understand how stress can cause alcohol misuse |

## Appendix 2: PSCH and RSE Curriculum Overview by units of work: Unit 5: Relationships

| PSCH – Relationships |                                                                                                                                                                 |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                           |                                                                                                                                                                        |                                                                                                                                                                                                |                                                                                                                                               |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
|                      | Lesson 1                                                                                                                                                        | Lesson 2                                                                                                                                                                                                                                            | Lesson 3                                                                                                                                                                                                                  | Lesson 4                                                                                                                                                               | Lesson 5                                                                                                                                                                                       | Lesson 6                                                                                                                                      |
| EYFS                 | My Family and Me!                                                                                                                                               | Making Friends, L1                                                                                                                                                                                                                                  | Making Friends, L2                                                                                                                                                                                                        | Falling Out and Bullying (1)                                                                                                                                           | Falling Out and Bullying (2)                                                                                                                                                                   | Best Friend that we can be                                                                                                                    |
| Year 1               | <b>Families</b><br>To recognise members of our family and people who are important to us                                                                        | <b>Making Friends</b><br>Learning ways to make new friends                                                                                                                                                                                          | <b>Greetings</b><br>Forms of physical of greeting. What is acceptable/ non-acceptable                                                                                                                                     | <b>People Who help Us</b><br>(Understand how and where to seek help from)                                                                                              | <b>Being My own Best Friend</b><br>(Learning positive affirmations and praises yourself)                                                                                                       | <b>Celebrating my Special Relationships</b><br>(Assessment)                                                                                   |
| Year 2               | <b>Families</b><br>Understanding that families can be different and respecting differences                                                                      | <b>Keeping Safe – exploring physical contact</b><br>P.A.N.T.S                                                                                                                                                                                       | <b>Friends and Conflict</b><br>(Assessment)                                                                                                                                                                               | <b>Secrets</b><br>(To understand how to keep secrets and to speak up about the secrets that upset you)                                                                 | <b>Trust and Appreciation</b><br>(To understand people you can trust)                                                                                                                          | <b>Celebrating my Special Relationships</b><br>To identify your relationship to others and appreciate what makes them special/unique)         |
| Year 3               | <b>Families Role and Responsibilities</b><br>Identifying the roles and responsibilities within a family                                                         | <b>Friendship</b><br>How to solve conflicts                                                                                                                                                                                                         | <b>Keeping myself Safe</b><br>What to do if I'm worried/concerned and where to get help                                                                                                                                   | <b>Being a Global Citizen</b><br>(Assessment)                                                                                                                          | <b>Being a Global Citizen 2</b><br>To empathise with lives of people from around the world. To learn how to appreciate our differences                                                         | <b>Celebrating my Web of Relationship</b><br>Understand members of a family and celebrate that not all family look/are the same               |
| Year 4               | <b>Relationship Web</b>                                                                                                                                         | <b>Love and Loss</b><br>Identify someone I love and can express why they are special to me and now how people might feel when they lose someone they love                                                                                           | <b>Memories</b><br>understand that we can remember people even if we no longer see them                                                                                                                                   | <b>Are Animals Special?</b><br>(Assessment)<br>explain different points of view on an animal rights issue                                                              | <b>Special pets</b><br>understand that losing a special pet brings feelings that can be hard to cope with, but that it can be helpful to mark loss by celebrating special things about the pet | <b>Celebrating Relationships with People and Animals</b><br>how to show love and appreciation to the people and animals who are special to me |
| Year 5               | <b>Recognising me</b><br>have an accurate picture of who I am as a person in terms of my characteristics and personal qualities and how to build my self-esteem | <b>Getting on &amp; falling out</b><br>know how to stand up for myself and how to negotiate and compromise                                                                                                                                          | <b>Girlfriend and boyfriend</b><br>understand that relationships are personal and there is no need to feel pressurised into having a boyfriend/girlfriend                                                                 | <b>Girlfriend and boyfriend</b><br>Can recognise the feeling of jealousy, where it comes from and how to manage it.                                                    | <b>Relationships Technology</b><br>recognise and resist pressures to use technology in ways that may be risky or may cause harm to others                                                      | <b>Relationships Technology Assessment</b>                                                                                                    |
| Year 6               | <b>L1/PP 1 - My Relationship Webs</b><br>identify the most significant people to be in my life so far and how this makes me feel                                | <b>Love and Loss 1</b><br>use some strategies to manage feelings associated with loss and can help other people to do so understand that there are different stages of grief and that there are different types of loss that cause people to grieve | <b>Power and control</b><br>(Assessment)<br>recognise when people are trying to gain power or control and demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power | <b>Being safe with technology Lesson 1</b><br>Understand how technology can be used to try to gain power or control and use strategies to prevent this from happening. | <b>FGM (Female Genital mutilation L1)</b>                                                                                                                                                      | <b>Being safe with technology Lesson 2</b><br>use technology positively and safely to communicate with my friends and family                  |

## Appendix 2: PSCH and RSE Curriculum Overview by units of work: Unit 6: Changing Me

This unit of work has been amended with the emotional and developmental milestones of our pupils in mind.

| PSCH – Changing Me - Puberty units in PSCH Jigsaw scheme have been moved around and matched to the year group and age development suitability of our pupils |                                                                                                                                                                                    |                                                                                                                                                                                                    |                                                                                                                                                |                                                                                                                                             |                                                                                                                                                                                                                                             |                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                             | <u>Lesson 1</u>                                                                                                                                                                    | <u>Lesson 2</u>                                                                                                                                                                                    | <u>Lesson 3</u>                                                                                                                                | <u>Lesson 4</u>                                                                                                                             | <u>Lesson 5</u>                                                                                                                                                                                                                             | <u>Lesson 6</u>                                                                                                                                       |
| <u>EYFS</u>                                                                                                                                                 | <b>My body</b>                                                                                                                                                                     | <b>Respecting my body</b>                                                                                                                                                                          | <b>Growing up</b>                                                                                                                              | <b>Growth and Change</b>                                                                                                                    | <b>Fun and Fears</b>                                                                                                                                                                                                                        | <b>Standing Up For Yourself</b>                                                                                                                       |
| Year 1                                                                                                                                                      | <b>Life Cycle</b><br>Understand some changes that occur in life                                                                                                                    | <b>Changing Me</b><br>To understand that change can be a good thing                                                                                                                                | <b>The Changing Body</b><br>To identify some ways we are changing                                                                              | <b>Boys and Girls P.A.N.T.S</b><br>(Privates are private)                                                                                   | <b>Learning and Growing</b><br>Understanding that learning is a part of growing up                                                                                                                                                          | <b>Coping with Change</b><br>identifying ways to manage change in your life                                                                           |
| Year 2                                                                                                                                                      | <b>Life cycle</b><br>To understand the changes that occur around us that are beyond our control                                                                                    | <b>Growing from young to old</b><br>To identify people older than you and think of how we can show them respect                                                                                    | <b>Changing Me</b><br>Recognise how your body has changed since being a baby                                                                   | <b>Boys and Girls</b><br>(Assessment)                                                                                                       | <b>Assertiveness</b><br>Learning how to be confident and whys to ask for help                                                                                                                                                               | <b>Looking Ahead</b><br>To think about preparing/ changes that will come in Y3                                                                        |
| Year 3                                                                                                                                                      | <b>How Babies Grow</b><br>Lifecycle of an animal                                                                                                                                   | <b>Babies</b><br>How babies grow/new members to your family                                                                                                                                        | <b>Family Stereotypes</b><br>To recognize stereotypes in families and challenges they might face                                               | TBC due to content review                                                                                                                   | <b>Looking Ahead</b><br>To think about preparing/ changes that will come in Y4                                                                                                                                                              | TBC due to content review                                                                                                                             |
| Year 4                                                                                                                                                      | <b>Unique Me</b><br>Recognise characteristics that are unique to us from our parents                                                                                               | <b>Circles of change (L4)</b><br>Know how the circle of change works and the processes of change in our lives.                                                                                     | <b>Accepting change (L5)</b><br>identify changes that have been and may continue to be outside of my control (in life) that I learnt to accept | <b>Outside body changes (Year 3 Lesson 3)</b><br>Identify how boys' and girls' bodies change on the outside as they grow up                 |                                                                                                                                                                                                                                             | <b>Looking Ahead (Assessment)</b>                                                                                                                     |
| Year 5                                                                                                                                                      | <b>Self and Body Image</b><br>be aware of my own self-image and how my body image fits into that and how it makes me feel                                                          | <b>Puberty Inside changes (Y3, L4)</b><br>How boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies. | <b>Puberty for girls (Year 4, Lesson 4)</b><br>Describe how girl's bodies change for her to be able to have a baby when she is an adult        | <b>Puberty for boys (Year 4, Lesson 3)</b><br>Describe how boys' bodies change during puberty.                                              | <b>PANTS - FGM</b>                                                                                                                                                                                                                          | <b>Looking Ahead (Assessment)</b>                                                                                                                     |
| Year 6                                                                                                                                                      | <b>Puberty (Year 6, L1)</b><br>Explain how girls' and boys' external bodies change during puberty and understand the importance of looking after myself physically and emotionally | <b>Puberty for Girls (Year 5,L2)</b><br>Explain how a girls' body changes during puberty (menstruation) and how to look after themselves physically and emotionally                                | <b>Attraction (Year 6, L5)</b><br>I understand how being physically attracted to someone changes the nature of the relationship                | <b>Having a baby (Year 4, L2)</b><br>Explain the external and internal parts of male and female bodies that are necessary for making a baby | <b>Conception (Year 5, Lesson 4)</b><br>Understand that sexual intercourse can lead to conception and how babes are usually made and that sometimes families who want to have a baby cannot do this naturally and may need medical support. | <b>Conception to Birth (Year 6, Lesson 3)</b><br>Describe how a baby develops from conception through to nine months of pregnancy, and how it is born |

### Appendix 3: RSHE terminology

|                            |                                                                                                                                                                                                                                     |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Attraction</b>          | This is when we have an interest in or like for someone or something                                                                                                                                                                |
| <b>Breasts</b>             | Two enlarged soft parts on a woman's chest that contain a gland that produces milk when she has a baby                                                                                                                              |
| <b>Bi-sexual</b>           | A person who is romantically and physically attracted to men and women                                                                                                                                                              |
| <b>Cervix</b>              | The cervix is the lower part of the uterus that opens into the vagina. During childbirth, the cervix expands about 10 centimetres so the baby can travel from the uterus through the vagina and into the world.                     |
| <b>Citreous</b>            | This forms part of the vulva                                                                                                                                                                                                        |
| <b>Contractions</b>        | This is when the muscles of your uterus tighten up like a fist and then relax. Contractions help push your baby out. When a woman is in true labour, contractions last about 30 to 70 seconds and come about 5 to 10 minutes apart. |
| <b>Erection</b>            | When the penis fills with blood and goes hard caused by the male hormone – testosterone. When growing up, it can happen for no particular reason.                                                                                   |
| <b>Ejaculation</b>         | The release of sperm and semen through the penis                                                                                                                                                                                    |
| <b>Embryo</b>              | When an egg is fertilised by a sperm it is called conception. The baby at this point is called an embryo                                                                                                                            |
| <b>Conception</b>          | Conception is the time when sperm travels up through the vagina, into the uterus, and fertilizes an egg found in the fallopian tube.                                                                                                |
| <b>Facial hair</b>         | Hair that starts to grow on a boy's face during puberty – if not shaved, it will grow into a moustache or beard.                                                                                                                    |
| <b>Fallopian tubes</b>     | These tubes carry an egg from the ovary to the uterus.                                                                                                                                                                              |
| <b>Foetus</b>              | An embryo is an early stage of development for an unborn baby                                                                                                                                                                       |
| <b>Fertility treatment</b> | Treatment or medical procedure intended to increase the likelihood of a person successfully conceiving a child.                                                                                                                     |
| <b>Fertilisation</b>       | This is when an egg (ovum) meets a sperm and a baby starts to grow.                                                                                                                                                                 |
| <b>Gay</b>                 | This is when a man or a woman loves someone who is the same sex as them. They might live together or be married.                                                                                                                    |
| <b>Heterosexual</b>        | These people are romantically and physically attracted to members of the opposite sex:                                                                                                                                              |
| <b>Homophobia</b>          | This is when someone uses unkind words, resentment of is fearful about a person being gay or questioning their gender.                                                                                                              |
| <b>Homosexual</b>          | These people are romantically and physically attracted to members of the same sex                                                                                                                                                   |
| <b>Hormones</b>            | Chemicals in the bloodstream which tell various organs in the body when and how to change during puberty.                                                                                                                           |
| <b>Labour</b>              | This is the process by which the foetus and the placenta leave the uterus.                                                                                                                                                          |
| <b>Larynx</b>              | The voice box in the throat: for a boy this gets bigger at puberty and his voice becomes deeper                                                                                                                                     |
| <b>Lesbian</b>             | This is a woman who is attracted to or falls in love with someone who is another woman                                                                                                                                              |
| <b>Menstruation</b>        | Another word for menstruation is "period." A period is the 2 to 7 days that a girl or woman has her menstrual flow, which is when blood and tissue leave her body through her vagina                                                |

|                           |                                                                                                                                                                                                                                                         |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Oestrogen</b>          | A hormone in the woman's ovaries which causes the womb/uterus lining to thicken getting it ready with an extra supply of blood in case the woman becomes pregnant.                                                                                      |
| <b>Ovaries</b>            | The ovaries are two oval-shaped organs that lie to the upper right and left of the uterus. They produce, store, and release eggs into the fallopian tubes in the process called ovulation                                                               |
| <b>Ovum /Ova</b>          | The egg(s) inside the ovaries                                                                                                                                                                                                                           |
| <b>Ovulation</b>          | The release of ova or ovules from the ovary.                                                                                                                                                                                                            |
| <b>Penis</b>              | The <i>penis</i> is the male sexual organ                                                                                                                                                                                                               |
| <b>Period</b>             | If an egg is not fertilized by a sperm, the lining of the womb isn't needed. The lining breaks up and passes out of the woman's body through her vagina and vulva                                                                                       |
| <b>Placenta</b>           | A large organ that develops during pregnancy. The umbilical cord connects the <b>placenta</b> to the baby. Blood from the mother passes through the <b>placenta</b> , filtering oxygen, glucose and other nutrients to the baby via the umbilical cord. |
| <b>Pregnancy</b>          | Pregnancy is the term used to describe the period in which a fetus develops inside a woman's womb or uterus.                                                                                                                                            |
| <b>Puberty</b>            | A collection of changes that will gradually happen to change a child's body into an adult's body.                                                                                                                                                       |
| <b>Pubic hair</b>         | This is <a href="#">hair</a> that <a href="#">grows</a> above the genitals                                                                                                                                                                              |
| <b>Sanitary towel</b>     | An absorbent towel which is worn in their underwear to soak up the menstrual flow. It needs to be changed regularly                                                                                                                                     |
| <b>Semen</b>              | A milky liquid in which sperm are mixed when they are released from the man's body through the penis.                                                                                                                                                   |
| <b>Sexual intercourse</b> | This usually happens between a male and female.                                                                                                                                                                                                         |
| <b>Scrotum</b>            | A sac of skin below the <a href="#">penis</a> where the testicles are supported                                                                                                                                                                         |
| <b>Sperm</b>              | Tiny cells made in a man's testicles: if one joins with a woman's egg it will start to grow into a baby                                                                                                                                                 |
| <b>Stereotype</b>         | This describes what someone believes about a group of people (often without knowing all the facts) and it is usually a simplified and fixed idea. Stereotypes are often unkind and can offend people.                                                   |
| <b>Testicles</b>          | Two tiny balls coiled tubes where sperm are made – they hang between a man's legs in a bag of skin called the scrotum                                                                                                                                   |
| <b>Transgender</b>        | This describes people who recognise that they are a different gender to the one they were told they were assigned to/ told they were when they were very young                                                                                          |
| <b>Umbilical cord</b>     | This is the tube that connects the unborn child and the mother together. It allows the baby to get what it needs e.g blood and oxygen                                                                                                                   |
| <b>Uterus/ womb</b>       | This is a pear-shaped organ where a baby is carried during pregnancy.                                                                                                                                                                                   |
| <b>Vagina</b>             | It connects the <a href="#">uterus</a> and <a href="#">cervix</a> to the outside of the body, allowing for menstruation, intercourse, and childbirth.                                                                                                   |
| <b>Vulva</b>              | Vulva is the name for the female external genitalia including the clitoris, labia (vaginal lips), and the opening to the vagina.                                                                                                                        |
| <b>Wet dream</b>          | The release of semen from the boy's or man's body while he is asleep at night- it's a normal part of sexual development.                                                                                                                                |

#### Appendix 4: Parent form: withdrawal from sex education within RSE

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

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

