



## Warren Park Primary School

### Relationship and Sex Education Policy (From 2020)

Reviewed by:	FGB	Responsibility:	FGB
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Chairperson's signature: <i>[Signature]</i>			

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#### **1. Aims**

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

- Provide a framework in which sensitive discussions can take place and a culture of trust between staff, pupils and families
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- To ensure pupils are equipped with the skills and knowledge to recognize and report abuse (emotional, physical and sexual)

RSE is part of our National Curriculum Science programme. Other aspects are taught through COSMIC and some areas of relationships through lessons in Literacy and RE. In science we will also use the correct vocabulary. Occasionally, where appropriate experienced visitors may be invited.

#### **2. Statutory requirements**

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

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

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

At Warren Park School we teach RSE as set out in this policy.

### **3. Policy Development**

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

1. Review – a member of staff or 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. Ratification – once amendments were made, the policy was shared with governors and ratified
4. Parent/stakeholder consultation – parents sent a copy of the policy and invited to ask questions or make suggestion about the policy. This will be followed up by a parental questionnaire regarding curriculum, communication and parental support
5. Pupil consultation – we investigated what exactly pupils want from their RSE

### **4. Definition**

The term Relationships and Sex Education RSE is used in this policy rather than Sex Education. This is to stress that our approach goes beyond the provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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

RSE is not about the promotion of sexual activity.

### **5. Curriculum**

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

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

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

### **6. Delivery of RSE**

The majority of the RSE is taught within our regular COSMIC sessions. The children will have worked with the team over many years and will have built up trust within those sessions as well as the expectations we have around sharing and contributing to lessons. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Throughout the school we support the RSE and PSHE curriculum through our

school values. Our School Council and our Pupil Values Committee have worked very hard to link our school values with the Fundamental British Values, our curriculum and The Six Strands curriculum.

Ground rules:

Teachers and pupils will mutually agree ground rules to create a safe environment where all concerned do not feel embarrassed or anxious.

These may include

- No one pupil or teacher will have to answer a personal question
- No one will be forced to take part in a discussion
- Only the correct names for body parts will be used
- Meanings of words will be explained in a sensible and factual way.
- Gender neutral language and awareness of gender identification

Dealing with questions:

Questions arising from RSE teaching will be answered in accordance with the ground rules established by the school. Questions which are deemed too explicit, too old or inappropriate for the whole class or raise questions of abuse should be dealt with later by the teacher having sought guidance from the PSHE manager if appropriate. If abuse is suspected the teacher will follow the school's child protection guidelines. As a school we take report child on child abuse from children seriously and follow school protocol.

Parents:

The school recognises that parents are key in:

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

However, the school is also aware the parents may need support in:

- Helping their children learn the correct names of the body;
- Talking to their children about feelings and relationships; and
- Answering questions about growing up, having babies and relationships.

Additional Support / SEND / Wellbeing:

We consider all the needs of our children and we may choose to provide children with additional support. This may include:

- Additional aids to help explain lessons
- Working with One to Ones, to form a team approach / lesson plan
- Working with parents and careers to support and issues raised by them
- Working with outside agencies to help deliver the curriculum
- Work with one to ones and families to develop the best approach to delivering the curriculum
- Reduced groups sizes and pre and post teaching sessions

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Preparing children for the changes that adolescence brings
- How a baby is conceived and born

- In response to the Review of sexual abuse in schools and colleges (Published 10 June 2021), we acknowledge and teach that girls (and those who identify as girls) are more likely to experience harassment (this includes child on child, sexual, online, emotional and physical)

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

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

## **7. Roles and responsibilities**

### **7.1 The governing board**

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

### **7.2 The headteacher**

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

### **7.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE
- Responding to reports or concerns of abuse (this includes child on child, sexual, online, emotional and physical)

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.

Although all staff are responsible for implementing RSE and this policy within the school. Mat Jones and Jo Tester are responsible managers for teaching RSE in your school.

### **7.4 Pupils**

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

## **8. Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE.

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

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

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

The COSMIC team make a note of withdraws and review this annually.

## **9. Training**

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

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

## 10. Monitoring Arrangements

The delivery of RSE is monitored by GB, SLT and Mat Jones through:

- Curriculum Overviews
- Book Looks
- Learning Walks
- Parent and Children Questionnaires
- Emails and updates
- Cluster Meetings
- Pupil Voice (School Council and Values Committee)
- CPD

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

This policy will be reviewed by Mat Jones and Jo Tester]. At every review, the policy will be approved by GB and Head Teacher

## APPENDIX 1 PSHE PROGRESSION OF SKILL / CURRICULUM MAPS

KS1	KS2
<b>Healthy lifestyles (physical wellbeing)</b>	
<b>H1.</b> about what keeping healthy means; different ways to keep healthy	<b>H1.</b> how to make informed decisions about health
<b>H2.</b> about foods that support good health and the risks of eating too much sugar	<b>H2.</b> about the elements of a balanced, healthy lifestyle
<b>H3.</b> about how physical activity helps us to stay healthy; and ways to be physically active everyday	<b>H3.</b> about choices that support a healthy lifestyle, and recognise what might influence these
<b>H4.</b> about why sleep is important and different ways to rest and relax	<b>H4.</b> how to recognise that habits can have both positive and negative effects on a healthy lifestyle
<b>H5.</b> simple hygiene routines that can stop germs from spreading	<b>H5.</b> about what good physical health means; how to recognise early signs of physical illness
<b>H6.</b> that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy	<b>H6.</b> about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.
<b>H7.</b> about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health	<b>H7.</b> how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle
<b>H8.</b> how to keep safe in the sun and protect skin from sun damage	<b>H8.</b> about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behavior and ability to learn
<b>H9.</b> about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV	<b>H9.</b> that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it
<b>H10.</b> about the people who help us to stay	<b>H10.</b> how medicines, when used responsibly, contribute to

physically healthy	health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed
	<b>H11.</b> how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)
	<b>H12.</b> about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer
	<b>H13.</b> about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online
	<b>H14.</b> how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health

KS1	KS2
<b>Ourselves, growing and changing</b>	
<b>H21.</b> to recognise what makes them special	<b>H25.</b> about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)
<b>H22.</b> to recognise the ways in which we are all unique	<b>H26.</b> that for some people gender identity does not correspond with their biological sex
<b>H23.</b> to identify what they are good at, what they like and dislike	<b>H27.</b> to recognise their individuality and personal qualities
<b>H24.</b> how to manage when finding things difficult	<b>H28.</b> to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth
<b>H25.</b> to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)	<b>H29.</b> about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking
<b>H26.</b> about growing and changing from young to old and how people's needs change	<b>H30.</b> to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction
<b>H27.</b> about preparing to move to a new class/year group	<b>H31.</b> about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)
	<b>H32.</b> about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene
	<b>H33.</b> about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for <sup>1</sup>
	<b>H34.</b> about where to get more information, help and advice about growing and changing, especially about puberty
	<b>H35.</b> about the new opportunities and responsibilities that increasing independence may bring
	<b>H36.</b> strategies to manage transitions between classes and key

	stages
KS1	KS2
<b>Keeping safe</b>	
<b>H28.</b> about rules and age restrictions that keep us safe	<b>H37.</b> reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming
<b>H29.</b> to recognise risk in simple everyday situations and what action to take to minimise harm	<b>H38.</b> how to predict, assess and manage risk in different situations
<b>H30.</b> about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)	<b>H39.</b> about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe
<b>H31.</b> that household products (including medicines) can be harmful if not used correctly	<b>H40.</b> about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)
<b>H32.</b> ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely	<b>H41.</b> strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about
<b>H33.</b> about the people whose job it is to help keep us safe	<b>H42.</b> about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact
<b>H34.</b> basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them	<b>H43.</b> about what is meant by first aid; basic techniques for dealing with common injuries <sup>2</sup>
<b>H35.</b> about what to do if there is an accident and someone is hurt	<b>H44.</b> how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say
<b>H36.</b> how to get help in an emergency (how to dial 999 and what to say)	<b>H45.</b> that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk <sup>3</sup>
<p>3 Teaching about FGM could be included in units on health, keeping safe, safe relationships, privacy, body parts (including external genitalia).</p> <p>2 Common injuries might include bruises, scalds, burns, bleeds (cuts or nose bleeds). Schools might also choose to teach about how to manage asthma attacks, allergic reactions, a person who is choking or unresponsive. For head injuries, pupils should be taught to seek adult help immediately but not to attempt to move the person.</p>	

KS1	KS2
<b>Families and close positive relationships</b>	
<b>R1.</b> about the roles different people (e.g. acquaintances, friends and relatives) play in our lives	<b>R1.</b> to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)
<b>R2.</b> to identify the people who love and care	<b>R2.</b> that people may be attracted to someone emotionally,

for them and what they do to help them feel cared for	romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different
<b>R3.</b> about different types of families including those that may be different to their own	<b>R3.</b> about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong
<b>R4.</b> to identify common features of family life	<b>R4.</b> that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others
<b>R5.</b> that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried	<b>R5.</b> that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart
	<b>R6.</b> that a feature of positive family life is caring relationships; about the different ways in which people care for one another
	<b>R7.</b> to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability
	<b>R8.</b> to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty
	<b>R9.</b> how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

KS1	KS2
<b>Friendships</b>	
<b>R6.</b> about how people make friends and what makes a good friendship	<b>R10.</b> about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing
<b>R7.</b> about how to recognise when they or someone else feels lonely and what to do	<b>R11.</b> what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships
<b>R8.</b> simple strategies to resolve arguments between friends positively	<b>R12.</b> to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face
<b>R9.</b> how to ask for help if a friendship is making them feel unhappy	<b>R13.</b> the importance of seeking support if feeling lonely or excluded
	<b>R14.</b> that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them
	<b>R15.</b> strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others
	<b>R16.</b> how friendships can change over time, about making new



	friends and the benefits of having different types of friends
	<b>R17.</b> that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely
	<b>R18.</b> to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary

KS1	KS2
<b>Safe relationships</b>	
<b>R13.</b> to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private	<b>R22.</b> about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);
<b>R14.</b> that sometimes people may behave differently online, including by pretending to be someone they are not	<b>R23.</b> about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns
<b>R15.</b> how to respond safely to adults they don't know	<b>R24.</b> how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know
<b>R16.</b> about how to respond if physical contact makes them feel uncomfortable or unsafe	<b>R25.</b> recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact
<b>R17.</b> about knowing there are situations when they should ask for permission and also when their permission should be sought	<b>R26.</b> about seeking and giving permission (consent) in different situations
<b>R18.</b> about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)	<b>R27.</b> about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret
<b>R19.</b> basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe	<b>R28.</b> how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this
<b>R20.</b> what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard	<b>R29.</b> where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

KS1	KS2
<b>Respecting self and others</b>	
<b>R21.</b> about what is kind and unkind behaviour, and how this can affect others	<b>R30.</b> that personal behaviour can affect other people; to recognise and model respectful behaviour online
<b>R22.</b> about how to treat themselves and others with respect; how to be polite and courteous	<b>R31.</b> to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships
<b>R23.</b> to recognise the ways in which they are the same and different to others	<b>R32.</b> about respecting the differences and similarities between people and

	recognising what they have in common with others e.g. physically, in personality or background
<b>R24.</b> how to listen to other people and play and work cooperatively	<b>R33.</b> to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
<b>R25.</b> how to talk about and share their opinions on things that matter to them	<b>R34.</b> how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

KS1	KS2
<b>Media literacy &amp; digital resilience</b>	
<b>L7.</b> about how the internet and digital devices can be used safely to find things out and to communicate with others	<b>L11.</b> recognise ways in which the internet and social media can be used both positively and negatively
<b>L8.</b> about the role of the internet in everyday life	<b>L12.</b> how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results
<b>L9.</b> that not all information seen online is true	<b>L13.</b> about some of the different ways information and data is shared and used online, including for commercial purposes
	<b>L14.</b> about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information
	<b>L15.</b> recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images
	<b>L16.</b> about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

Year Groups	PSHE Progression of Skills	Lesson Content / Questions
YR		
Y1	<b>H21.</b> to recognise what makes them special <b>H22.</b> to recognise the ways in which we are all unique <b>H23.</b> to identify what they are good at, what they like and dislike <b>H24.</b> how to manage when finding things difficult <b>H25.</b> to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) <b>H26.</b> about growing and changing from young to old and how people's needs change <b>H27.</b> about preparing to move to a new class/year group	<ul style="list-style-type: none"> <li>○ What is different about us?</li> <li>○ Baby Pictures – Can you see what is different?</li> <li>○ Introduce the science terms – vagina, penis, testicles</li> <li>○ Life Cycles – What ages of people do you have in your family?</li> <li>○ Taking Care of Ourselves – Why do we wash our hands? Why do we have a shower or bath?</li> <li>○ Relationships – Who are our friends? Who is in our families?</li> <li>○ Respect – Why do we wear a swimsuit at the pool?</li> </ul>
Y2	<b>H21.</b> to recognise what makes them special <b>H22.</b> to recognise the ways in which we are all unique <b>H23.</b> to identify what they are good at, what they like and dislike <b>H24.</b> how to manage when finding things difficult <b>H25.</b> to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) <b>H26.</b> about growing and changing from young to old and how people's needs change	<ul style="list-style-type: none"> <li>○ What is different about us? Baby Pictures – Can you see what is different?</li> <li>○ Recall the science terms: vagina, penis, testicles – Why do we use science language?</li> <li>○ Life Cycles – What ages of people do you have in your family?</li> <li>○ Taking Care of Ourselves – Why do we wash our hands? Why do we have a shower or bath?</li> <li>○ Relationships – Who are our friends? Who is in our families?</li> <li>○ Respect – Why do we wear a swimsuit at the pool?</li> <li>○ Safe Adults / Safe Spaces– Who can we talk to</li> </ul>

	<b>H27.</b> about preparing to move to a new class/year group	if we are worried?
Y3	<p><b>H25.</b> about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p><b>H26.</b> that for some people gender identity does not correspond with their biological sex</p> <p><b>H27.</b> to recognise their individuality and personal qualities</p> <p><b>H28.</b> to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p><b>H29.</b> about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p>	<ul style="list-style-type: none"> <li>○ Peoples jobs, faiths, culture, abilities and skills - What do we think these people might do?</li> <li>○ A world of opportunities – Who can tell you what to do?</li> <li>○ Super Skills – What are you good at? What makes you amazing?</li> <li>○ Physical Differences – What makes us different? How did you get here?</li> <li>○ Growing Up – How do you feel about growing up? How do people change as they get older?</li> <li>○ Respect – How do I show respect? What kind of respect do I expect from others?</li> <li>○ Safe Adults / Safe Spaces– Who can we talk to if we are worried?</li> </ul>
Y4	<p><b>H30.</b> to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p><b>H31.</b> about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p><b>H32.</b> about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p><b>H33.</b> about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for<sup>1</sup></p>	<ul style="list-style-type: none"> <li>○ Super Skills – What are you good at? What makes you amazing?</li> <li>○ A world of opportunities – Who can tell you what to do?</li> <li>○ Growing Up – How do you feel about growing up? How do people change as they get older? What will happen to my body when I change (Puberty)? How to keep healthy and happy during changes?</li> <li>○ Respect – How do I show respect? What kind of respect do I expect from others?</li> <li>○ Worry Busters – How can I tell fact from fiction? Who has the information I need?</li> <li>○ Safe Adults / Safe Spaces– Who can we talk to if we are worried?</li> </ul>
Y5	<p><b>H34.</b> about where to get more information, help and advice about growing and changing, especially about puberty</p> <p><b>H35.</b> about the new opportunities and responsibilities that increasing independence may bring</p> <p><b>H36.</b> strategies to manage transitions between classes and key stages</p>	<ul style="list-style-type: none"> <li>○ Growing Up – How do you feel about growing up? How do people change as they get older? Puberty and Periods / erections and wet dreams – How to keep healthy and happy during changes? When will my body change?</li> <li>○ Older and Wiser – What responsibilities will I have as I get older?</li> <li>○ Respect – How do I show respect? What kind of respect do I expect from others?</li> <li>○ Worry Busters – How can I tell fact from fiction? Who has the information I need?</li> <li>○ Safe Adults / Safe Spaces– Who can we talk to if we are worried?</li> </ul>
Y6		<ul style="list-style-type: none"> <li>○ Growing Up – How do you feel about growing up? How to keep healthy and happy during changes? When will my body change?</li> <li>○ Older and Wiser – What responsibilities will I have as I get older?</li> <li>○ Making Babies – Why does my body have to change? Does everyone have to have babies?</li> <li>○ Respect – How do I show respect? What kind of respect do I expect from others?</li> <li>○ Worry Busters – How can I tell fact from fiction? Who has the information I need?</li> <li>○ Safe Adults / Safe Spaces– Who can we talk to if we are worried?</li> </ul>

## APPENDIX 2 PSHE BY THE END OF PRIMARY SCHOOL PUPILS SHOULD KNOW

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"><li>• That families are important for children growing up because they can give love, security and stability</li><li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li><li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li><li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li><li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li><li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li></ul>

TOPIC	PUPILS SHOULD KNOW
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

**APPENDIX 3 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			

**TO BE COMPLETED BY PARENTS**

Any other information you would like the school to consider	
Parent signature	

**TO BE COMPLETED BY THE SCHOOL**

Agreed actions from discussion with parents	