

Farsley Farfield Primary School Relationship and Sex Education Policy



At Farsley Farfield Primary School, we believe that every person has a fair and equal opportunity to succeed, regardless of their age, gender, ethnicity, ability or cultural or religious background, sexuality, or disability. We embrace all aspects of global citizenship and community cohesion, promoting British Values throughout all aspects of school life, actively tackling prejudice, or extreme views.

Our Relationship and Sex Education curriculum is underpinned by the ethos and values of our school as reflected in our whole school learning hive. Our vision is to create a safe, positive and stimulating environment in which all members of the school community learn and grow in confidence, knowledge and skills.



Through our Personal, Social, Health and Economic curriculum and Relationship and Sex Education programme, we provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens.

RSE is lifelong learning about personal, physical, moral and emotional development. It is set in the context of clear values about the understanding of the importance of stable and loving relationships, respect, love and care which are needed for family life. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

Contents

1. [Introduction](#)
2. [Aims & Key Principles](#)
3. [Statutory Requirements](#)
4. [Policy Development](#)
5. [Definition](#)
6. [Content and Delivery](#)
7. [Roles and Responsibilities](#)
8. [Parents' rights to withdraw](#)
9. [Monitoring Arrangements](#)
10. [Equal Opportunities](#)
11. [Links with other policies](#)
12. [Dissemination](#)
13. [Review & Evaluation](#)
14. [Other Documents & Appendices](#)

1. INTRODUCTION

Farsley Farfield Primary School takes its responsibility to provide relevant, effective, and responsible RSE to all its pupils as part of the school's personal, social, health, economic (PSHE) education curriculum very seriously. The school wants parents/carers and pupils to feel assured that RSE will be delivered at a level appropriate to both the age and development of pupils, and feel safe to voice opinions relating to the RSE provision.

Farsley Farfield Primary School considers relationships and sex education (RSE) an integral part of the personal, social and health education (PSHE) and science curriculum. We aim to offer pupils a thoughtfully planned programme based on human development, relationships, sexuality, and family within a safe and comfortable environment underpinned by a positive and nurturing relationship between teacher and pupil. The curriculum is set within a moral framework and matched to the pupils' level of maturity. This policy reflects the requirements of the [DFE Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#).

2. AIMS & KEY PRINCIPLES

Our approach to RSE consists of a comprehensive and developmental programme of teaching and learning, which is delivered in the context of a Healthy School where the health and wellbeing of pupils and the whole school community are actively promoted.

The following aims complement those of the Science curriculum in KS1 and KS2. The aims of Relationship and Sex Education (RSE) at our school are to:

- provide a framework in which sensitive discussions can take place
- prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- help pupils develop feelings of self-respect, confidence, and empathy
- create a positive culture around issues of sexuality and relationships
- teach pupils the correct vocabulary to describe themselves and their bodies
- understand the consequences of their actions and behave responsibly within relationships
- be able to recognise unsafe situations and be able to protect themselves and ask for help and support
- understand the role the media plays in forming attitudes
- provide pupils with the right tools to enable them to seek information or support, should they need it
- teach pupils about the right to say no and the importance of consent

The aim of RSE is **not** to:

- encourage pupils to become sexually active at a young age
- promote a particular sexual orientation
- sexualise children

3. STATUTORY REQUIREMENTS

We are required to teach relationships education as part of our PSHE curriculum (You, Me & PSHE). Other RSE objectives are also compulsory within the health and science curriculums. Current regulations and guidance from the [Department for Education \(DfE\)](#) state that from September 2020, all schools must deliver relationships education. High quality relationships education and RSE help create a safe school community in which our pupils can grow, learn, and develop positive, healthy behaviour for life.

RSE education is essential for the following reasons:

- RSE plays a vital part in meeting the school's safeguarding obligations as outlined in the updated [Keeping children safe in education – Statutory guidance for schools and colleges \(September 2020\)](#)
- The [DfE 2019 statutory guidance](#) states that, from September 2020, all schools providing primary education, including all-through schools and middle schools must teach relationships education
- Children have a right to good quality education, as set out in the [United Nations Convention on the Rights of the Child](#).
- Children want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that RSE was 'too little, too late and too biological'. [Ofsted reinforced this in their 2013 'Not Yet Good Enough report.'](#)
- Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships
- National Curriculum: RSE plays an important part in fulfilling the statutory duties the school has to meet [as section 2 of the National Curriculum framework \(DfE, 2013\) states](#)
- The Department of Health set out its ambition for all children to receive high quality RSE in the Sexual Health Improvement Framework (2013), while the Department for Education's paper, [The Importance of Teaching \(2010\)](#) highlighted that 'Children need high quality Relationships and Sex Education so they can make wise and informed choices' (p.46)
- These duties are set out in the 2002 Education Act and the 2010 Academies Act. Whole school (Section 5) Ofsted inspections consider the extent to which a school provides such a curriculum
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' emotional wellbeing, and improving their ability to achieve in school and under the Education Act (1996) to prepare children for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE programme can have a positive impact on

pupils' health and wellbeing and their ability to achieve and can play a crucial part in meeting these obligations

4. POLICY DEVELOPMENT

This policy was produced by the PSHE Subject Lead (Emily Jones).

From September 2020, the law requires primary schools to consult on their relationships education policy. 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/working group pulled together all relevant information including relevant national and local guidance
2. Parent/stakeholder CONSULTATION – parents and any interested parties were invited to attend a meeting about the policy
3. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

This policy has been approved and adopted by the head teacher and governing body. The staff members responsible for overseeing and reviewing this policy are: Emily Jones (PSHE Subject Lead) and Lucy Swindlehurst (SEND-Co and SLT). It will be reviewed briefly annually and in full every 3 years.

We are committed to the ongoing development of RSE in our school. We will use the following indicators to monitor and evaluate progress:

- a coordinated and consistent approach to curriculum delivery has been adopted,
- the content of the RSE curriculum is flexible and responsive to pupils' differing needs e.g. through the use of pupil perception data such as the My Health My School Survey and more bespoke in-house assessment and surveys
- children are receiving an entitlement curriculum for relationships education in line with DfE national statutory guidance and local guidance
- children are receiving an entitlement curriculum for sex education in line with national and local guidance

- there are clearly identified learning objectives for all RSE activities and pupils' learning is assessed using both formative and summative approaches
- opportunities for cross-curricular approaches are being used where appropriate
- policy and practice are revised regularly and involves staff, governors, parents/carers and pupils
- opportunities are provided for parents/carers and members of our community to consider the purpose and nature of our RSE, for example, through parent/carer information sessions/workshops
- a variety of methods are employed to communicate the key points of the policy and curriculum to the community e.g. through the school website

5. DEFINITION

RSE can be defined as the emotional, social, and cultural development of pupils, that involves learning about relationships, healthy lifestyles, diversity, personal identity, sexual health and sexuality. RSE includes supporting young people in developing self-confidence in preparing for physical and emotional changes into adulthood. It is also about the understanding of marriage, family life, different types of stable and loving relationships, respect, love, and care.

The teaching of RSE at Farsley Farfield Primary School, using an integrated and consistent approach, is an important aspect of pupils' education. We believe that the teaching of RSE should be shared with parents and be mutually supportive and complementary. It promotes an understanding of the range of family types and other people who contribute to providing children with the care, love and support they need to grow and develop. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

6. CONTENT & DELIVERY

At Farsley Farfield Primary School we teach RSE through different aspects of the curriculum, including science, and carry out the main RSE teaching as part of our PSHE curriculum. Our RSE curriculum is set out as per Appendix 2 but we may need to adapt as and when necessary to suit the needs of our children.

Pupils receive their entitlement for RSE through a spiral curriculum (part of the You, Me & PSHE scheme of work) which demonstrates progression. The RSE programme is delivered through a variety of opportunities including:

- Designated RSE time

- Use of external agencies/services where appropriate
- School ethos
- Small group work
- Cross curricular links e.g. science, computing, RE and PE
- Assemblies

We have developed the curriculum in consultation with parents, pupils and staff considering the needs and feelings of pupils. If pupils ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner so pupils are informed and less likely to seek answers online.

RSE is taught mainly within the Personal, Social, Health (PSHE) curriculum. Our scheme of work for RSE maps out a series of lessons/units for each year group which build upon common themes as children move through the school.

We also teach RSE through other subject areas (e.g. Science, PE and RE and Computing), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with RE, children reflect on different family groups, ceremonies, celebrations, and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. Linked with computing, children learn about the importance of online safety, online friendships, media influences, potential risks and dangers and how to report them.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning reaches beyond the taught curriculum into all aspects of school life, including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

Across all key stages, pupils will be supported with developing the following skills:

- ✓ Communication, including how to manage changing relationships and emotions
- ✓ Recognising and assessing potential risks
- ✓ Assertiveness
- ✓ Seeking help and support when required
- ✓ Informed decision-making
- ✓ Self-respect and empathy for others
- ✓ Recognising and leading a healthy lifestyle
- ✓ Managing conflict and using restorative practice
- ✓ Discussion and group work

These skills are taught within the context of family life. By the end of their primary education at Farsley Farfield Primary School, pupils should know the following:

Families and people who care for me

- That families are important for children growing up because they can give love, security, and stability
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- That other people's families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships

- How important friendships are in making us feel happy and secure, and how people choose and make friends
- The characteristics of friendships, including mutual respect, honesty, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences, and support with problems and difficulties
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed

Respectful relationships

- The importance of respecting others, even when they're very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- The conventions of courtesy and manners
- The importance of self-respect and how this links to their own happiness
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

- About different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- What a stereotype is, and how stereotypes can be unfair, negative or destructive
- The importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

- That people sometimes behave differently online, including by pretending to be someone they're not
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online (even when we're anonymous)
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they've never met
- How information and data is shared and used online

Being safe

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- About the concept of privacy and the implications of it for both children and adults (including that it's not always right to keep secrets if they relate to being safe)
- That each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical and other contact
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't know
- How to recognise and report feelings of being unsafe or feeling bad about any adult
- How to ask for advice or help for themselves or others, and to keep trying until they're heard
- How to report concerns or abuse, and the vocabulary and confidence they need to do so
- Where to get advice (e.g. family, school, other sources)

Changing adolescent body

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

Source:

These expectations are set out in the Department for Education's [guidance for schools on relationships education, RSE and health education](#).

We also teach RSE as part of the National Curriculum for Science which includes:

- describing the differences in the life cycles of a mammal, an amphibian, an insect, and a bird
- describing the life process of reproduction in some plants and animals
- describing the changes as humans develop to old age

In Year 4, we place a particular emphasis on RSE, as we feel this is an appropriate age for children to develop their understanding around puberty. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. We encourage the children to ask for help if they need it, via a confidential 'Ask it basket' or verbally during discussions. There are also opportunities for single sex question sessions if required. Teachers do their best to answer all questions with sensitivity and care.

By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is and how it affects women. We always teach these with due regard for the emotional development and abilities of the children. Those children who participate in the non-statutory elements will also learn about conception.

Resources

We primarily use the Leeds City Council Primary Scheme of Work 'You, Me and PSHE' which incorporates the programme of study 'Sex and Relationship Education' published by Cambridge Education and the resources recommended within it. We then carefully select resources which meet these objectives and evaluate accordingly before using them. We also use the Channel 4 Living and Growing resources.

We use children's books, both fiction and non-fiction, within our RSE programme alongside DVDs and online resources. Teachers will always read and assess the resources before using them to ensure they are appropriate for the planned work. They will also consider the needs and circumstances of individual pupils in class when reading texts in case they need to have a preparatory conversation with a pupil before the teaching takes place. Opportunities for parents and carers to view these resources have also been made during consultation events and are available on request. Further opportunity for parents and carers to view these resources will be made available before teaching happens in years 2, 4 and 6.

Ground Rules

Ground rules are essential when discussing sensitive subject matters. Staff will establish clear parameters about what is appropriate and inappropriate in a whole class setting.

For example:

- Staff will set the tone by speaking in a matter-of-fact way
- Pupils will be encouraged to write down questions, anonymously if desired, and post them in a class 'Ask-it Basket'
- Staff will have time to prepare answers to all questions before the next session and will choose not to respond in a whole class setting to any questions that are inappropriate or need one-to-one follow up
- If a verbal question is too personal, staff will remind the pupils of the ground rules
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns, staff will acknowledge it and attend to it later, on an individual basis
- Children will be reminded to be respectful to others and their views
- If staff are concerned that a pupil is at risk of abuse, the designated teacher will be informed, and the usual child protection procedures followed

See Appendix 6 (Teacher Guidance on Ground Rules) for more information.

Language

We believe it is important that children should be introduced, at appropriate stages, to the correct terminology in their programme of RSE. It is essential that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will always be used for teaching.

See Appendix 4 (Language and Terminology) for more information.

Pupils' Questions

We recognise that asking questions is an extremely important aspect of learning and we encourage children to do so. Asking questions during RSE lessons can sometimes be difficult or embarrassing for children. Therefore, teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will consider the different faiths' views but also promote [British Values and laws](#). We also encourage use of the 'Ask-it Basket' if children wish to ask questions and remain anonymous. Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively. Y6 children often ask about contraception; if they do, the teacher will give a brief and matter of fact answer relating to prevention of conception and infection.

Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered. If the teacher decides to discuss the matter on an individual basis, a record must be kept of that discussion.

See Appendix 5 (How teachers will answer questions) for more information.

Assessment

We assess pupils' learning in RSE in line with approaches used in the rest of the curriculum (including assessment for learning). We report to parents/carers on pupils' learning and progress in PSHE which may include elements of RSE. Our assessment methods include:

- ✓ Pre-assessment (essential for needs-led RSE)
- ✓ Assessment built into the SRE programme to inform planning
- ✓ Summative assessment takes place at the end of each unit
- ✓ Pupil self-assessment used where appropriate

7. ROLES & RESPONSIBILITIES

The Governing Board

The governing board will approve the RSE policy and hold the headteacher to account for its implementation. There is a named link governor (TBC) for PSHE (including RSE) who will liaise and support SLT and the subject leader.

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).

The Subject Leader

The subject leader is responsible for:

- ✓ Co-ordinating the RSE provision
- ✓ Monitoring, updating and reviewing the RSE policy
- ✓ Ensuring all staff are given training as required on issues relating to RSE and how to deliver lessons
- ✓ Providing support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RSE
- ✓ Communicating freely with staff, parents/carers, and the governing body to ensure that everyone understands the school policy and curriculum for RSE
- ✓ Keeping up to date with developments in RSE education and disseminate information to colleagues as appropriate

All Staff

Staff are responsible for:

- ✓ Ensuring they are up to date with school policy and curriculum requirements regarding RSE
- ✓ Delivering RSE in a sensitive way
- ✓ Modelling positive attitudes to RSE
- ✓ Monitoring progress
- ✓ Reporting back to the subject leader on any areas that they feel are not covered or inadequately provided for in the school's RSE provision
- ✓ Responding to the needs of individual pupils
- ✓ Following the school's reporting systems if a pupil comes with an issue that they feel they are not able to deal with
- ✓ Ensuring that their personal beliefs and attitudes will not prevent them from providing balanced RSE in school
- ✓ Tailoring their lessons to suit all pupils in their class, across the whole range of abilities, faiths, beliefs, culture and sexual orientations, including those pupils with special educational needs
- ✓ Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

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

Pupils

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

Parents and Carers

The school understands the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- ✓ Inform parents about the school's RSE policy and practice
- ✓ Answer any questions that parents may have about the RSE of their child
- ✓ Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school

Parents have the right to withdraw their children from non-statutory/non-science areas of the curriculum (see section 8 and Appendix 3: Overview of statutory and non-statutory RSE curriculum).

8. PARENTS' RIGHTS TO WITHDRAW

RSE is a vital part of the school curriculum and supports child development and we strongly advise parents / carers to carefully consider their decision before withdrawing their child from any aspect of school life. Parents / carers

cannot withdraw their child from the statutory sex education content included in the National Curriculum for Science. This includes naming the main external body parts, the human body as it grows from birth to old age (including puberty), and reproduction in some plants and animals. Parents / carers also cannot withdraw their child from the statutory Relationships Education or Health Education, covering topics such as friendships, how to stay safe and puberty. However, they do have the right to request that their child be withdrawn from some or all of sex education delivered as part of the non-statutory RSE, delivered as part of the Health Education curriculum.

The government guidance recommends that all primary schools should have a non-statutory sex education programme 'tailored to the age and physical and emotional maturity of the pupils'. For our school, this includes lessons in Year 6 on what is human reproduction, conception and how babies grow.

These are the lessons which a parent may withdraw their children from.

Any parent / carer wishing to withdraw their child should firstly contact the Head Teacher to discuss the reasons why. They will be alerted to the possible consequences of doing so. Possible consequences could include any social and emotional effects of the child being excluded from this learning as well as the high likelihood that their child will hear about the content of lessons from other children rather than what was said by the teacher. This is an inappropriate and possibly unsafe way for such information to be shared. Children may also seek out their own information via the internet, which may result in them finding out incorrect information and possibly put them in an unsafe situation.

Alternative work will be given to pupils who are withdrawn from the Sex Education elements of RSE.

9. MONITORING ARRANGEMENTS

The delivery and provision for RSE will be monitored through an ongoing process of checks to evaluate the degree to which the scheme of work is being effectively implemented. These include:

- ✓ A system for regular review of the RSE policy and programme
- ✓ Pupil and staff interviews/questionnaires/surveys
- ✓ Planning scrutiny and pupils' work sampling

The evaluation is the process that measures whether the lesson or unit of work is effective and worthwhile and a means of improving provision and raising standards. Evaluation methods include:

- ✓ Teacher and pupil evaluation of lessons, units and the overall RSE programme
- ✓ Teacher and pupil evaluation of resources
- ✓ Feedback and evaluation by pupils

- ✓ Sampling pupils' work

10. EQUAL OPPORTUNITIES

All pupils, whatever their experience, background, and identity, are entitled to quality RSE that helps them build confidence and a positive sense of self, and to stay healthy. All classes may include pupils with different abilities and aptitudes, experiences, religious/cultural backgrounds, gender, and sexual identities. To encourage pupils to participate in lessons, teachers will ensure content, approach, and use of inclusive language reflects the diversity of the school community and helps each pupil to feel valued and included in the classroom.

We promote the needs and interests of all pupils. The school's approaches to teaching and learning consider the ability, age, readiness and cultural backgrounds of the pupils to ensure all can access the full RSE provision. We promote social learning and expect our pupils to show a high regard for the needs of others. RSE is an important vehicle for addressing both multicultural and gender issues and ensuring equal opportunities for all.

11. LINKS WITH OTHER POLICIES

The RSE policy should be read in conjunction with our policy for PSHE and other school policies:

- Anti-bullying
- PSHE
- Behaviour
- Child Protection/Safeguarding Children
- Confidentiality
- Equal Opportunities
- E-safety
- Science
- SEND/Inclusion

12. DISSEMINATION

Copies of this policy will be provided on request for teachers, parents/carers and it will be published on the school website.

13. REVIEW AND EVALUATION

This policy was approved by the full governing body on 03.03.21. All staff will be involved with the review and evaluation of the policy and it will be presented to the school governing body. A review will take place in the 2023/2024 academic year.

14. OTHER DOCUMENTS & APPENDICES

[Appendix 1: PSHE Whole School Curriculum Map \(You, Me & PSHE SOW\)](#)

[Appendix 2: RSE Long Term Planning Overview](#)

[Appendix 3: Terminology and language](#)

[Appendix 4: How staff will answer questions](#)

[Appendix 5: Teacher guidance on Ground Rules](#)

[Appendix 6: Guidance to Parents & Carers](#)

Appendix 1: PSHE Whole School Curriculum Map (You, Me & PSHE SOW)

Whole school curriculum overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Physical health and wellbeing Fun times	Physical health and wellbeing What keeps me healthy?	Drug, alcohol and tobacco education Tobacco is a drug	Identity, society and equality Democracy and citizenship	Physical health and wellbeing In the media	Keeping safe and managing risk Keeping safe - out and about
Autumn 2	Keeping safe and managing risk Feeling safe	Mental health and emotional wellbeing Friendship	Keeping safe and managing risk Bullying – see it, say it, stop it	Drug, alcohol and tobacco education Making choices	Identity, society and equality Stereotypes, discrimination and prejudice (including tackling homophobia)	Drug, alcohol and tobacco education Weighing up risk
Spring 1	Identity, society and equality Me and others	Keeping safe and managing risk Indoors and outdoors	Mental health and emotional wellbeing Strengths and challenges	Physical health and wellbeing What is important to me?	Keeping safe and managing risk When things go wrong	Identity, society and equality Human rights
Spring 2	Drug, alcohol and tobacco education What do we put into and on to bodies?	Drug, alcohol and tobacco education Medicines and me	Identity, society and equality Celebrating difference	Keeping safe and managing risk Playing safe	Mental health and emotional wellbeing Dealing with feelings	Mental health and emotional wellbeing Healthy minds
Summer 1	Mental health and emotional wellbeing Feelings	Sex and relationship education Boys and girls, families	Careers, financial capability and economic wellbeing Saving, spending and budgeting	Sex and relationship education Growing up and changing	Drug, alcohol and tobacco education Different influences	Sex and relationship education Healthy relationships / How a baby is made
Summer 2	Careers, financial capability and economic wellbeing My money	Sex and relationship education Boys and girls, families	Physical health and wellbeing What helps me choose?	Sex and relationship education Growing up and changing	Careers, financial capability and economic wellbeing Borrowing and earning money	Sex and relationship education Healthy relationships / How a baby is made

Appendix 2: RSE Long Term Planning Overview

EYFS and KS1

Agreed vocabulary:

Pupils will be taught the anatomical terms for body parts. Slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.

We will also consider how pupils who are new to English will be supported in accessing and understanding the language used in RSE lessons.

Links to RSE within the EYFS curriculum

Understanding the World: People and Communities

- 43- 48 months - Understands that different people perform different roles.
- 49 - 54 months - Knows about festivals and celebrations that are marked within their own culture.
- 55 - 60 months - Talks about similarities and differences between themselves and others and among families, communities and traditions.
- 67 + months - Understands that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect. Understands that lives were different in the past.

Early Learning Goal - Children talk about past and present events in their own lives and the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others and among families, communities and traditions

Relationships and Sex Education objectives within the You, Me & PSHE curriculum.

Year 2 Boys and Girls, Families

1. Pupils learn to understand and respect the differences and similarities between people

- are able to define difference and similarity
- understand that boys and girls can do the same tasks and enjoy the same things, but that stories, TV and people sometimes say boys do this and girls do that

2. Pupils learn about the biological differences between male and female animals and their role in the life cycle

- know that female mammals give birth and nurse their young
- can describe the biological differences between male and female
- understand that the creation of life requires a male and female

3. Pupils learn the biological differences between male and female children

- identify and name biological terms for male and female sex parts
- can label the male and female sex parts with confidence
- understand that the male and female sex parts are related to reproduction

4. Pupils learn about growing from young to old and that they are growing and changing

- can identify key stages in the human life cycle
- understand some ways they have changed since they were babies
- understand that all living things including humans start life as babies

5. Pupils learn that everybody needs to be cared for and ways in which they care for others

- understand that we all have different needs and require different types of care
- identify ways we show care towards each other
- understand the links between needs, caring and changes throughout the life cycle

6. Pupils learn about different types of family and how their home-life is special

- can describe different types of family
- identify what is special and different about their home life

- understand families care for each other in a variety of ways

Year 4 Growing up and changing

1. Pupils learn about the way we grow and change throughout the human lifecycle

Pupils

- can identify changes throughout the human life cycle
- understand change is on-going
- understand change is individual

2. Pupils learn the physical changes associated with puberty

Pupils

- are able to define puberty: the changes that occur sometime between 8-17 that turns us from children to young adults
- identify physical changes associated with puberty
- Understand that everyone's experience of puberty is different and that it begins and ends at different times

3. Pupils learn about menstruation and wet dreams

Pupils

- can describe menstruation and wet dreams
- can explain effective methods for managing menstruation and wet dreams
- understand the relationship between the sex cells (sperm and ovum), menstruation and wet dreams

The wet dreams element of the puberty curriculum will be taught in Y6

4. Pupils learn about the impact of puberty on physical hygiene and strategies for managing this

Pupils

- can explain how changes at puberty affect body hygiene
- can describe how to care for their bodies during puberty
- can recognise the similarities between the needs and wants of boys and girls and challenge gender stereotypes around hygiene and grooming

5. Pupils learn how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty

Pupils

- are able to describe how feelings and behaviour change during puberty
 - can devise strategies for managing these changes
- understand how changes during puberty can affect relationships with other people

6. Pupils learn strategies to deal with feelings in the context of relationships**Pupils**

- are able to identify feelings and understand how they affect behaviour
- can practise strategies for managing relationships and changes during puberty
- can empathise with other people's feelings in relationships, including parents and carers

7. Pupils learn to answer each other's questions about puberty with confidence, to seek support and advice when they need it**Pupils**

- can identify sources of information, support and advice for children and young people
- can use appropriate language to discuss puberty and growing up with confidence
- can answer their own questions about puberty and growing up

Year 6 Healthy relationships and How a baby is made**1. Pupils learn about the changes that occur during puberty****Pupils**

- can identify the physical, emotional & behavioural changes that occur during puberty for both males and females
 - understand that puberty is individual and can occur any time between 8-17
 - understand that body changes at puberty are a preparation for sexual maturity
- Wet dreams element from Y4 will need to be covered in these lessons

2. Pupils learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact**Pupils**

- understand how our attitudes and values about gender and sexuality may be affected by factors such as religion and culture
- can recognise and challenge gender stereotypes
- understand how media messages affect attitudes, can cause inequality of opportunity and affect behaviour

3. Pupils learn what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships

Pupils

- can identify positive qualities and expectations from a variety of relationships
- can explain the similarities and differences between friendships and intimate relationships
- can describe that there are different types of intimate relationships, including marriage
- understand that sex or making love may be one part of an intimate relationship between adults

4. Pupils learn about human reproduction in the context of the human lifecycle

Pupils

- understand that sexuality is expressed in a variety of ways between consenting adults
- know that sexual intercourse may be one part of a sexual relationship
- can describe how babies are made and explain how sexual intercourse is related to conception
- can name the male and female sex cells and reproductive organs

5. Pupils learn how a baby is made and grows (conception and pregnancy)

Pupils

- know the male and female body parts associated with conception and pregnancy
- can define conception and understand the importance of implantation in the womb
- know what pregnancy is, where it occurs and how long it takes

6. Pupils learn about roles and responsibilities of carers and parents

Pupils

- can identify some of skills and qualities needed to be parent and carer
- understand the variety of ways in which parents and carers meet the needs to be a parent and carers meet the needs of babies and children
- can recognise that both men and women can take on these roles and responsibilities

7. Pupils learn to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it

Pupils

- can answer their own questions about sex and relationships
- can use appropriate language to discuss sex and relationships and growing up with confidence
- can identify sources of information, support and advice for children and young people

Lessons from the curriculum which are non-statutory:

- Pupils learn what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships
- Pupils learn about human reproduction in the context of the human lifecycle
- Pupils learn how a baby is made and grows (conception and pregnancy)

All other objectives are statutory under the Science national curriculum or Relationships and Health curriculum.

Science Key Stage 1:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of hygiene

Science Key Stage 2:

- Pupils learn about the way we grow and change throughout the human life cycle – Year 5 Science

Living things and their habitats

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals.

Animals, including humans

- describe the changes as humans develop to old age

Appendix 3: Terminology and Language

Pupils will be taught the anatomical terms for body parts. Slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and is not acceptable language to use. This can be shared with parents/carers before it is delivered in class via the policy on our school website.

Below is an agreed list of vocabulary for EYFS, Year 2, Year 4 and Year 6.

Vocabulary which may be used during RSE lessons or in response to discussions with children/questions raised

Word	EYFS	KS1	LKS2	UKS2
------	------	-----	------	------

Puberty				
conception				
pregnancy				
birth				
ovary				
egg				
fallopian tube				
womb				
uterus				
menstruation				
period				
private parts				
vagina				
vulva				
labia				
clitoris				
cervix				
oestrogen				
breasts				
nipples				
penis				
foreskin				
testicles				
scrotum				
epididymis				
sperm				
sperm ducts				
urethra				
erection				
wet dreams				
testosterone				
sexual intercourse				
penetration				
make love				
pleasure				
egg				
ovum				
foetus				
zygote				
embryo				
umbilical cord				
amniotic fluid				
placenta				

amniotic sac				
cells				
contractions				
love				
relationship				
family				
marriage				
support				
caring				
loving				
consent				
heterosexual				
homosexual				
gay				
transgender				
lesbian				
bisexual				
homophobic				
transphobic				
biphobic				
transphobia				
Non-binary				

Respectful Language

The use of respectful language which challenges sexism, homophobia and other forms of prejudice will be established in RSE but will have benefits for the whole school community, both in and out of lessons; it helps to ensure we are a happy and healthy place to learn. Ofsted found that casual use of homophobic language in schools is often unchallenged (2013) – we always challenge it. The casual use of homophobic, biphobic and transphobic language in school will be challenged and pupils will be made aware that using the word ‘gay’ to mean something is rubbish is wrong and will not be tolerated. To tackle this, staff might say: ‘you’ve used the word ‘gay’, but not in the right way.’ As a result, pupils will hear references to different kinds of relationships as part of teaching and assemblies, for example when we talk about rights, respect or relationships.

It is good practice to use anatomical terms for genitalia and sexual parts of the body, for example vagina, breasts, penis, and testicles from Early Years. Having the right language to describe the private parts of their body and knowing how to seek help if they are being abused, are vital for

safeguarding. Evidence to support this approach is outlined in the [Children's Commissioner Report November 2015, 'Protecting Children from harm,'](#):

'Most victims of abuse report or come to the attention of the authorities from the age of 12. Younger children disclose abuse less frequently, as they are less likely to have the words to describe their experiences and may have fewer opportunities to tell someone. Abuse may have started much earlier. The increase in numbers from age 12 may in part reflect more children coming forward to report abuse as their knowledge of sex and relationships develops, and they recognise that their experiences are abusive. In general, responses to the survivor survey suggest that abuse is most likely to be happening at the age of nine.'

Appendix 4: How staff will answer questions (see also P12/13)

We acknowledge that sensitive and potentially difficult issues will arise in RSE as pupils will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for RSE. As a first principle, we answer questions relating to taught, planned curriculum for that age group to the whole class. We answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age appropriate way, only to the pupil or pupils who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHE leader/ Child Protection Officer/ Head Teacher. Questions may be referred to parents/carers if it is not appropriate to answer them in school. We will also use a question box (Ask-it Basket) where questions may be asked.

When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibilities of abuse or risk of harm, teachers will pass this information to the designated person for safeguarding and child protection, in line with school policy and procedures.

Staff training will include sessions on how to deal with difficult questions. Agreed phrases, where appropriate, will be used in response to difficult questions [for example, 'I can only answer question on the content of this lesson' or 'That is something that may be covered later on' or 'I can't answer that question, but you could ask your parents/carers']

Appendix 5: Teacher Guidance on Ground Rules

Our additional, non-negotiable ground rules for RSE are:

Confidentiality: Children are told not to discuss these lessons on the school yard with younger pupils. The lessons are not 'secret' and they are encouraged to discuss the content of the lessons with parents and carers as appropriate and if they wish. The contributions of other children should be respected and regarded as confidential to the session unless they raise safeguarding concerns.

- It is not OK to ask personal questions of each other or the teacher, but we can put questions in the box for later
- Don't name names: if you want to ask about or share a personal story or experience, you can speak in the third person about 'someone I know', 'a friend', 'a situation I've heard about/read about'
- We will try to only ask questions related to what we are learning in the lesson
- We will use the anatomical terms for the body parts
- It is ok to say pass / not join in
- We will respect different opinions, situations & backgrounds

Appendix 6: Guidance to Parents & Carers

Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching **'relationships and health education'** on GOV.UK.

Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching **'relationships and health education'** on GOV.UK.

Your rights as a parent

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.



Right to withdraw your child

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Your child's primary school can choose to teach Sex Education. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

