



Relationships and sex education policy

Bathford Church School

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School Ethos and Vision:

Our vision, 'Grow, Care, Serve, Share' permeates every aspect of school life and frames the way we live and work. Our school has an exceptionally strong sense of inclusion and is a place where everyone is welcome – Christian families and families from all faiths and none. Our Christian vision and associated values of kindness, respect, forgiveness, perseverance and love create deep and mutually beneficial relationships between children, staff, parents and the community. We are unwavering in our ambition to see every child included in the life of the school, enabled to flourish and succeed.

Our vision underpins our behaviour policy such that adults and children are able to thrive in an environment which not only provides emotional and physical safety but also the nature, support and guidance we need to be the best we can be.

Our Christian vision is underpinned by biblical teaching consisting of four quotes from the Gospels:

Grow: "I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit." (John 15:5)

Care: "A new command I give you: Love one another. As I have loved you, so you must love one another." (John 13:34)

Serve: "Now that I, your Lord and Teacher, have washed your feet, you also should wash one another's feet." (John 13:14)

Share: "Go into all the world and preach the Good News to everyone." (Mark 16:15)



Aims

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

- › Provide a framework in which sensitive discussions can take place.
- › Help pupils develop feelings of self-respect, confidence and empathy.
- › Help pupils to form healthy and positive relationships.
- › Help pupils to be responsible global citizens, understanding their responsibilities within relationships.
- › To prepare pupils for the physical and emotional challenges of growing up- preparing for puberty, and giving them an understanding of the importance of health and hygiene.
- › To understand how to stay healthy, both physically and mentally.
- › To be able to recognize safe and unsafe situations, communicating effectively.

Through a planned programme of learning, we aim to provide our pupils with the knowledge, understanding and skills that they need in order to manage their lives now and in the future. Our Christian vision of Grow (be your best), Care (be kind), Serve (be respectful) and Share (be a team) informs our teaching of the Relationships, Sex and Health Education curriculum by developing the attributes our pupils need to thrive as individuals, as part of a family and part of the wider community. Our school is an inclusive and welcoming space where children are encouraged to be global citizens who develop strong relationships and have respect for themselves and others.

2. Statutory requirements

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Bathford Church 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. Governor consultation- the policy was shared with governors from the School Improvement and Curriculum Development committee.
4. Parent/stakeholder consultation – parents and any interested parties were invited to watch a virtual presentation about the policy and feedback to the school.
5. Pupil consultation – we investigated what exactly pupils want from their RSE
6. Ratification – once amendments were made, the policy was shared with governors and ratified.



4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, 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 RSE curriculum is embedded in our PSHE curriculum across all year groups. We undertake to follow the principles in the Church of England *Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE)* and the legal requirements of the National Curriculum for Science, which state that children at Key Stage 2 be taught the main stages of the human life cycle, “*Pupils should be taught to describe the changes as humans develop to old age.*” The curriculum is set out using one theme each term as shown in **Appendix 1** but may be adapted as and when necessary, in order to best meet the needs of the children in our care with some curriculum content being undertaken incidentally as issues arise from daily events.

Term 1 – Healthy and happy friendships

Term 2 – Similarities and differences

Term 3 – Caring and responsibility

Term 4 – Families and committed relationships

Term 5 – Healthy body, healthy mind

Term 6 – Coping with change

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*

Primary sex education will focus on:

- *Preparing boys and girls for the changes that adolescence brings.*
- *Understanding how a baby is conceived and born, considering the context of relationships.*

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

Relationships and sex education is part of the personal, social and health education curriculum in our school and is set within a context that is consistent with the school's Christian ethos and values. The curriculum is relevant to children living in today's world as it helps them to navigate areas such as: friendship, online safety and caring for our community. The relationships education curriculum supports the teaching of the sex education content in Years 5 and 6, by sharing the value of a loving, stable relationship. Pupils are given the opportunity to develop their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, this is exercised within an understanding of the right of people to hold their own views within a framework of respect for others. While we use relationships and sex education to inform children



about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use relationships and sex education as a means of promoting any form of sexual orientation. We teach relationships and sex education having due regard for the age of children that are taught in primary school, building healthy attitudes and positive relationships in an environment where difference is celebrated, and everyone is included and valued for who they are.

6. Delivery of RSE

Lessons are taught weekly through a planned programme of work that follows the Discovery Education Health and Relationships Programme. Discovery Education brings together PSHE and RSE learning through six overarching topics that allow children to explore their own values and identity whilst developing understanding and respect for the world and people around them. The programme is designed as a whole school approach, with all year groups working on the same theme at the same time. The six themes are designed to progress in sequence from September to July across the school, with each year group exploring a different area of focus through age-appropriate adaptations and materials. The topic themes have been developed in a spiral curriculum so that children can build on their skills and understanding each year.

We have developed the curriculum taking into account the age, needs and feelings of pupils whilst being sensitive to the faith and beliefs of those in the wider school community. If pupils ask questions outside the scope of this policy, teachers will respond in an age-appropriate manner so they are fully informed and don't seek answers online.

In line with our curriculum key principles, we use a variety of strategies to ensure that learning is purposeful, active and exciting, making links to our overarching whole school themes '*Identity and Diversity, Social Justice and Equity and Sustainable Development*' when appropriate. A range of teaching methods are used to involve children's full participation including, videos, discussion, case studies, drama and creative opportunities. Our class teachers deliver the class lessons and establish clear ground rules before each session, encourage questions and promote 'distance learning' when appropriate so that children can think objectively.

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital to successful and effective teaching and learning within this subject. The ground rules that are established by each class will be based on the following:

- › *We take turns to speak*
- › *We use kind and positive words*
- › *We listen to each other*
- › *We have the right to pass*
- › *We only use names when giving compliments or being positive*

The main RSE curriculum is carried out in our PSHE lessons and is supported by other subject areas such as, Science, Physical Education and Religious Education, which contribute significantly to a child's knowledge and understanding of their own body, family relationships, traditions such as birth and marriage and the emotions involved. Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but also through all aspects of school life including in the playground and through their roles and responsibilities in our school community based on our whole school vision and behaviour expectations.

RSE teaching and resources will be differentiated for children with special educational needs and disabilities (SEND) when appropriate and remain inclusive for all children. We recognise the potential vulnerabilities of



children with SEND and their right to high quality relationships, sex and health education. Our teaching and resources are inclusive of all pupils and families including those protected characteristics in the Equality Act. 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 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 components of RSE

Teachers will reply to, and answer, children's questions sensitively, openly and within a general context. They will ensure balanced information is provided which will take into account different faith's views and opposing views. Questions that staff feel uncertain about answering should be discussed with a member of the senior leadership team and answered at a later date.

7.4 Pupils

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

7.5 Parents

The school is aware that the primary role of 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 policy and practice, including sending a letter or email before beginning to teach any sex education units.
- Answer any questions parents may have about the RSE of their child; this includes providing opportunities for parents to view the resources used in lessons.
- Parents have the right to withdraw children from the non-statutory components of sex education within the RSE.



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 – these have been highlighted in red on the curriculum map Appendix 1.

Those parents/carers wishing to exercise this right are invited to see the head teacher and or PSHE lead who will explore any concerns and discuss any impact that withdrawal may have on the child. 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.

9. Training

Staff are trained on the delivery of RSHE 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 SLT through, for example, learning walks, lesson observations, pupil voice, staff feedback and assessment monitoring.

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

This policy will be reviewed by SLT annually. At every review, the policy will be approved by the School improvement and curriculum development governors committee and headteacher.

11. Further Policies

- Behaviour policy
- Safeguarding and child protection policy
- The Equality Policy
- Anti-bullying policy
- Mental health and wellbeing policy
- Online safety policy
- RE Policy
- SEND Policy
- Teaching and Learning Policy



Appendix 1: Curriculum map

Relationships and sex education curriculum map

| YEAR GROUP | HEALTHY AND HAPPY FRIENDSHIPS TERM 1 | SIMILARITIES AND DIFFERENCES TERM 2 | CARING AND RESPONSIBILITY TERM 3 | FAMILIES AND COMMITTED RELATIONSHIPS TERM 4 | HEALTHY BODY, HEALTHY MIND TERM 5 | COPING WITH CHANGE TERM 6 |
|------------|--|--|---|--|--|---|
| Year 1 | Forming friendships and how kind and unkind behaviours impact others | Similarities and differences between people and how to respect and celebrate these. | Identify who our special people are and how they keep us safe. | What family is (including difference and diversity between families), and why families are important and special. | Our bodies and the amazing things we can do. Learning the correct names for the different body parts. | Growing from young to old and how we have changed since we were born. |
| Year 2 | Understanding what makes a happy friendship. Recognising personal boundaries and safe/unsafe situations. | Exploring different strengths and abilities. Understanding and challenging stereotypes. | The different communities and groups we belong to and how we help and support one another within these. | The different people in our families and how families vary. | Ways to stay healthy, including safe and unsafe use of household products and medicines. | Exploring how our bodies and needs change as we grow older. Aspirations and goal setting. |
| Year 3 | Being a good friend and respecting personal space. Strategies for resilience. | Respecting and valuing differences. Shared values of communities. | Our responsibilities and ways we can care and show respect to others. | Different types of committed relationships and the basic characteristics of these. | Maintaining physical and mental wellbeing, through healthy eating, sleep and keeping clean. | Coping with feelings around the changes in our lives. |
| Year 4 | Solving friendship difficulties. How to act if someone invades your privacy or personal boundaries. | Identity and diversity. Seeing different perspectives and not making judgements based on appearance. | Right and responsibilities within families and wider society, including the UN convention on the Rights of the Child. | The range of relationships we experience in our everyday lives. How we understand the differences between the types of relationships we encounter. | Influences on our health and wellbeing, including friends, family and media, and awareness of how these can affect personal health choices. | Coping with changes in friendships (alternative resources used). |
| Year 5 | Identity and peer pressure off and online. Positive emotional health and wellbeing. | Celebrating strengths. Setting goals and keeping ourselves safe online. | How our care needs change and effects of loneliness and isolation. Ways in which we can show care in the community. | The characteristics of healthy, positive and committed relationships and how these develop as we grow older. | Our unique bodies and self-acceptance – valuing our bodies and minds; lifestyle habits (including alcohol, tobacco and drugs) and their effect on wellbeing. | Sex education: How bodies change as we enter puberty, including hygiene and menstruation. How puberty changes our emotions and ways to manage this. |
| Year 6 | How relationships evolve as we grow, including when transitioning to secondary school. How to cope with a wider range of emotions. | Identity and behaviour online and offline. Reflecting on how people feel when they don't 'fit in'. | How we can take more responsibility for self-care and who cares for us as we grow older, including at secondary school. | Sex education: adult relationships and human reproduction, including different ways to start a family. | Being the healthiest me: ongoing self-care of bodies and minds, including ways to prevent and manage mental ill health. | Ways to manage the increasing responsibilities and emotional effects of life changes. |



Happy and Healthy Friendships

This topic explores friendships: their importance, what being a good friend means, and how to keep friendships positive and healthy. Pupils investigate their own values and identity (including their online identity), and develop skills to resolve difficulties within friendships, including maintaining and respecting personal boundaries and safe touch, managing peer pressure and the effects on friendships of change.

| Year group | | Video | Vocabulary | Lessons |
|------------|---|----------------------|--|--|
| Y1 | Making friends and getting along | A new school | friend, friendly, kind, unkind, welcoming, happy, sad, share | <ol style="list-style-type: none"> 1. Friends 2. Kindness 3. Getting along, sharing and turn taking |
| Y2 | What makes a happy friendship? | Friends at first | happy, healthy, kindness, friend, smile, no, touch, uncomfortable, boundaries, personal, space, worries, help, trust | <ol style="list-style-type: none"> 1. What makes a happy friendship? 2. Personal boundaries 3. Worries |
| Y3 | Being a good friend | The friendship tree | friend, respect, values, touch, private, privacy, resilience, encouragement | <ol style="list-style-type: none"> 1. What makes a good friend? 2. Personal space 3. Resilience |
| Y4 | Solving friendship difficulties | Peer mediators | friend, values, qualities, difficulty, compromise, communication, yes, no, boundaries, permission | <ol style="list-style-type: none"> 1. Qualities of a good friend 2. Solving friendship difficulties 3. Personal boundaries and permission |
| Y5 | Changing friendships | Changing friendships | identity, stereotypes, prejudice, peer pressure, choice, emotions, wellbeing, emotional health, mental health, stress, anxiety | <ol style="list-style-type: none"> 1. Identity 2. Peer pressure 3. Emotional health and wellbeing |
| Y6 | Relationships and feelings | Moving on | personal safety, risk, consequences, friends, change, relationships, emotions, feelings | <ol style="list-style-type: none"> 1. Personal safety 2. Relationships and change 3. Wider emotions |



Similarities and Differences

This topic explores and celebrates the similarities and differences between people, exploring and encouraging ways to value and respect difference and diversity. It looks at the damaging effect that stereotypes can have, and how to identify and challenge them. It helps pupils recognise their own personal strengths and abilities, and develop self-respect.

| Year group | Video | Vocabulary | Lessons | |
|------------|---|-----------------------|--|---|
| Y1 | Recognising strengths and respecting differences | What makes us special | similarity, difference, special, unique, strengths, abilities | <ol style="list-style-type: none"> 1. I am special 2. Who I am makes me unique 3. We don't all feel the same way |
| Y2 | Strengths, abilities and stereotypes | What can you tell? | strengths, abilities, gender, stereotype, qualities | <ol style="list-style-type: none"> 1. My strengths and abilities 2. Stereotypes 3. Whose job? |
| Y3 | Valuing and respecting one another | You can do anything | different, equal, respect, community, values, diversity, customs, respect, feelings, values | <ol style="list-style-type: none"> 1. Different but equal 2. Our school community 3. Valuing one another and considering people's feelings |
| Y4 | Identity and diversity | Celebrating diversity | diversity, stereotypes, judge, judgement, point-of-view, opinion, disagree, agree | <ol style="list-style-type: none"> 1. Being British 2. Making a judgement 3. A different point of view |
| Y5 | Celebrating strengths and setting goals | See me for who I am | strength, weakness, proud, abilities, goals, aspirations, achievement, future, vision, online, social media, profile, safety | <ol style="list-style-type: none"> 1. Strengths and abilities 2. Setting goals 3. Online safety |
| Y6 | Respectful behaviour online and offline | Noah Boundaries | online identity, communication, risk, online bullying, diversity, inclusive, differences | <ol style="list-style-type: none"> 1. Identity online 2. Online bullying 3. Identities and belonging |



Caring and Responsibility

This topic focuses on special people. It explores why they are special and how they care for and keep one another safe. It examines pupils' increasing responsibilities towards themselves and others as they get older, including the role they can play and the difference they can make within their communities.

| Year group | Video | Vocabulary | Lessons | |
|------------|--|-----------------------------|---|--|
| Y1 | Our special people | A special person trophy | special, people, important, care, safe, worried, nervous, scared, help, helper, rules, safe, unsafe | <ol style="list-style-type: none"> 1. My special people 2. How our special people care for us 3. Keeping safe |
| Y2 | Special people in our communities | My community | community, kindness, understanding, help, community helpers, trusted adult, signs, difference, similarity, respect | <ol style="list-style-type: none"> 1. Community helpers 2. When we need help 3. Our communities and groups |
| Y3 | Responsibility and boundaries | Anita Care-More | responsibility, responsible, consequences, irresponsible, personal space, crowded, uncomfortable, boundaries, invade, defend, empathy, caring, support, understanding | <ol style="list-style-type: none"> 1. Being responsible 2. Responsibility and personal space 3. Caring and empathy |
| Y4 | Rights and responsibilities | Being responsible | rights, responsibilities, respect, opportunities, entitled, agreement, rights, convention, United Nations, roles, responsibilities | <ol style="list-style-type: none"> 1. Our rights, our responsibilities 2. The UN Convention on the Rights of the Child 3. Family roles and responsibilities |
| Y5 | Caring in the community | Caring for one another | care needs, caring, alone, loneliness, lonely, isolation, isolated, volunteer, volunteering, community, involvement | <ol style="list-style-type: none"> 1. Changing needs 2. Feeling lonely 3. Why volunteer? |
| Y6 | Responsible behaviour as we get older | Changes at secondary school | strengths, self-care, development, saving, bank account, responsible, irresponsible, budget, interest, transition, secondary, Independence, networks | <ol style="list-style-type: none"> 1. Taking care of myself 2. Looking after my money 3. Transition to secondary |



Families and Committed Relationships

This topic explores the importance and diversity of families, and the characteristics of healthy, positive family relationships. It enables pupils to recognise when they may feel unsafe within a family, and how to ask for help if they need it. It identifies the characteristics of a committed relationship, and at Year 6 explores human reproduction and other ways that people can start a family.

| Year group | | Video | Vocabulary | Lessons |
|------------|---|--------------------|---|---|
| Y1 | The importance of family | My family | family, important, differences, similarities, happy, special, superhero | <ol style="list-style-type: none"> 1. My family 2. Our families 3. Superhero families! |
| Y2 | The diversity of families | Different families | family, family tree, relatives, related, love, sharing, listening, support, similar, different, traditions | <ol style="list-style-type: none"> 1. Who is in a family? 2. A happy family 3. Families of all kinds |
| Y3 | Different types of committed relationships | Belonging together | commitment, safe, secure, trust, relationship, marriage, change, affect, loss, separation, divorce | <ol style="list-style-type: none"> 1. Commitment and marriage 2. All change! 3. Family changes: when parents separate |
| Y4 | Families and other relationships | Spoiling the fun? | relationships, appropriate, behaviour, belonging, membership, together, family | <ol style="list-style-type: none"> 1. Different relationships: boundaries and behaviour 2. Belonging 3. Caring families |
| Y5 | Healthy, committed relationships | What is love? | relationships, healthy, diversity, commitment | <ol style="list-style-type: none"> 1. Values of healthy relationships 2. Diversity in relationships 3. It's all about commitment |
| Y6 | Starting a family (sex education) | Starting a family | sexual intercourse, sex, fertilise, conception, foetus, sperm, egg, pregnant, IVF, adoption, Caesarean section, babies, commitment, responsibility, law, legal, age restriction, age of consent, safe | <ol style="list-style-type: none"> 1. Starting a family 2. The impact of having a baby 3. When is it right? |



Healthy Body, Healthy Mind

This topic explores how to stay healthy, both physically and mentally. It explores ways to maintain wellbeing and prevent illness; how to develop a healthy, balanced lifestyle; and the consequences and effects of different habits and choices. It encourages the development of positive self-worth and recognition, what might affect or influence unhealthy ways of thinking, and how to overcome this.

| Year group | | Video | Vocabulary | Lessons |
|------------|--|----------------------------------|--|--|
| Y1 | Amazing bodies | Our bodies | body, healthy, private, penis, testicles, vulva vagina, similar, different, health, healthy choices | <ol style="list-style-type: none"> 1. My amazing body 2. Private body parts (introducing correct terminology) 3. Looking after our bodies |
| Y2 | Staying safe and healthy | Where would you go for help? | healthy, feelings, emotions, medicine, unwell, dose, safe, helpful, harmful, instructions, health, body, mind | <ol style="list-style-type: none"> 1. Healthy feelings 2. Staying safe at home 3. Feeling poorly |
| Y3 | Sleep, food and hygiene | Healthy habits | health, wellbeing, sleep, routine, healthy, carbohydrates, proteins, dairy, fats, germs, virus, routines, hygiene, healthy, poorly, teeth, toothpaste, hand washing, soap | <ol style="list-style-type: none"> 1. The power of sleep 2. Making healthy food choices 3. Germs! |
| Y4 | Influences and personal choices | Dealing with feelings | Influence, pressure, persuade, healthy choices, consequence, responsibility, feelings emotions | <ol style="list-style-type: none"> 1. Healthy influences 2. Making healthy choices 3. Dealing with feelings |
| Y5 | Valuing our bodies and minds | Finding your calm | self-image, self-respect, attributes, self-talk, development, proud, drugs, alcohol, tobacco, cigarettes, e-cigarettes, vaping, caffeine, substances, legal, illegal, effects, bacteria, virus, infection, immunisation, vaccination, antibiotic | <ol style="list-style-type: none"> 1. Valuing ourselves 2. Alcohol, tobacco and drugs 3. Keeping well |
| Y6 | Being the best me | Ask the expert: picturing myself | self-respect, boundaries, kind, confidence, strengths, weaknesses, trolling, social media, internet, comparison, mental health, mental ill-health, wellbeing, illness, symptoms, mind | <ol style="list-style-type: none"> 1. Being the best me 2. Social media and our wellbeing 3. Taking care of our mental health |



Coping with Change

This topic explores how people grow and change from babies, through puberty to adulthood. At Key Stage 1, it examines ways in which children have grown and how they will continue to change, and how to develop resilience to change. At Key Stage 2, it identifies changes that will take place in children's bodies during puberty, and explores ways to manage the emotional effects of life changes, including transition to secondary school.

| Year group | Video | Vocabulary | Lessons | |
|------------|--|-------------------------|---|---|
| Y1 | Growing and changing | How I have changed | growing, adults, babies, change, older, growing up, jobs, future | <ol style="list-style-type: none"> 1. Animal babies 2. How have we changed? 3. A future me |
| Y2 | Growing up and setting goals | Three generations | growing, adult, baby, change, timeline, life cycle, likes, dislikes, change, future, likes, dislikes, change, future | <ol style="list-style-type: none"> 1. When I am older 2. Looking at the changes ahead 3. Goals |
| Y3 | Coping with feelings when things change | When Bailey's dog died | changes, support, feelings, sad, empathy, sympathy, happy, positive, kind, emotions | <ol style="list-style-type: none"> 1. New changes 2. Feeling sad and showing empathy 3. Happiness |
| y5 | Puberty and hygiene | Sweat, soap and showers | puberty, hormones, menstruation, eggs, sanitary pads, periods, hygiene, hormones, sweat, health | <ol style="list-style-type: none"> 1. What is puberty? 2. Understanding periods 3. Keeping clean as we grow and change |
| Y5 | Puberty and emotions | Elise explains: periods | hormones, menstruation, periods, sperm, eggs, ovaries, testicles, vagina, penis, puberty, emotions, hormones, changes, feelings, support, control | <ol style="list-style-type: none"> 1. Puberty 2. Puberty and emotions 3. Emotional changes: managing well |
| Y6 | Coping with emotional effects of life changes | Ask the expert: puberty | body image, reality, pressure, attributes, influence, relationships, emotions, secondary school, future, memories, reflect | <ol style="list-style-type: none"> 1. Body image 2. Puberty and changing relationships 3. Moving on |

Please note the change to the year 4 provision which will focus on changes in friendships using additional resources such as SEAL and Friendship Formula.



Appendix 2: By the end of primary school pupils should know

| TOPIC | PUPILS SHOULD KNOW |
|---------------------------------------|---|
| Families and people who care about me | <ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed |
| Caring friendships | <ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed |



| TOPIC | PUPILS SHOULD KNOW |
|--------------------------|---|
| Respectful relationships | <ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults |
| Online relationships | <ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • 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 • 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 have never met • How information and data is shared and used online |
| Being safe | <ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources |



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

| TO BE COMPLETED BY THE SCHOOL | |
|---|---|
| Agreed actions from discussion with parents | <p>Include notes from discussions with parents and agreed actions taken.</p> <p>Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</p> |
| | |