



Hamsey Green
Primary School



Hamsey Green Primary School

Policy for the Development RSE

Review Date: July, 2023

Reviewed By: Sophie Lambert

To be Reviewed: July 2024

RELATIONSHIPS AND SEX EDUCATION POLICY

This Relationships and Sex Education Policy reflects our duties under the Equality Act 2010 to: eliminate discrimination, advance equality of opportunity and foster good relations.

At Hamsey Green Primary School, we aim to provide a broad and balanced curriculum, tailored to individual pupil needs, which will enable all children to reach their maximum potential. We also strive to ensure that all pupils develop an enthusiasm for and a love of learning. Ethos and values Relationship and Sex Education will reflect the values of the PSHE and Citizenship programme.

RSE will be taught in the context of relationships. In addition, RSE will promote self-esteem and emotional health and well-being and help children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

RSE is also taught within the Personal, Social, Health and Economic (PSHE) education curriculum. In addition, some aspects of the RSE programme will be covered through:

- Science curriculum
- Computing
- Circle times
- Assemblies
- Stories
- PE in the context of health and hygiene

Definition and aims

Within this policy, as in the DfE guidance, **Relationships Education** is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online.

For the purpose of this policy, **Health Education** is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the national curriculum for science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of Science and those related elements (the physical changes **associated with puberty**) **within statutory Health Education**.

RSE is not about the promotion of sexual activity.

Research demonstrates that good, comprehensive Relationship and Sex Education does not make young people more likely to become sexually active at a younger age.

The school's RSE programme aims to provide children with age appropriate information, explore attitudes and values about relationships, emotions, self-esteem and consent and personal safety. During RSE children will develop personal and social skills and a positive attitude to growing up.

The aims of Relationships, Sex and Health education (RSHE) at our school are to:

- Provide a consistent standard of relations, sex and health education across the school
- Help pupils develop feelings of self-respect, confidence and empathy
- Promote responsible behaviour
- Create a positive culture of communication around issues of relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- 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
- Give pupils an understanding of reproduction and sexual development
- Ensure that all pupils, by the time they reach secondary school age, are well equipped and on an equal footing, to deal with the secondary RSHE curriculum.
- To provide all pupils with knowledge, skills, and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up and deal with risk.
- Combat exploitation.

These aims complement those of the Science curriculum in KS1 and KS2.

Statutory requirements

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

This policy has been written in accordance with the statutory guidance document “Relationships and Sex Education (RSE) and Health Education” (DfE, 2019).

Department for Education guidance stated that by the summer term 2021, all primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum: including knowledge of the main external body parts; the changes as humans develop to old age and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons.

Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information:

“It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement...”

“It is important that the transition phase before moving to secondary school supports pupils’ ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born.”

Should you like to see the guidance from the government please visit: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

The Curriculum

Statutory RSE Curriculum Content

Our RSE curriculum is embedded within our PSHE curriculum and is set out as per Appendix 1, however, this will be adapted when necessary.

We have developed the curriculum taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an age appropriate manner so they are fully informed and do not seek answers online.

Elements of SRE Scheme of Work Foundation Stage

- Friendships Making Friends & understanding what makes a good a friend, Working as part of a group/team
- Working together – code of behaviour.
- How am I different / the same as other people?
- Growing up Dressing self/personal hygiene. Differences between boys/girls. What is good about being a boy/ girl?

Key Stage 1

Education about relationships for 5-7 year olds will focus on the building of self-esteem and confidence by encouraging learners to:

- respect, value and care for themselves and others.
- learn the importance of personal hygiene and looking after themselves.
- naming the external body parts using the correct anatomical vocabulary, being a boy and being a girl, knowing that animals and humans reproduce.
- value, recognize, communicate and manage their feelings, feelings Emotions
- form friendships and relationships, friendships, friends, family, similarities and differences between people, people who are special to me.
- respect boundaries – their own and other peoples.
- Growing up, belonging to a group, understanding growing up from young to old,
- safety Saying no, having confidence to ask for help, recognising potential risks to safety of self and others

Key Stage 2 Themes

- **Feelings** Understanding a range of feelings and emotions, recognising and expressing emotions, other people's feelings and managing feelings
- **Friendships** Friends, strategies for dealing with friendship problems, qualities of a good friend peer pressure, family values, marriage and lifestyle choices
- **Growing up** Childhood developments, human lifecycle, naming the body parts and differences between male and female, adult hood an lifestyles, understanding the processes of conception and birth, puberty and gender roles
- **Safety** Identifying dangers, learn respect over their own and others bodies, saying no in difficult situations, techniques for resisting pressure

Families and people who care for me

Children should know:

- 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 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

Children should know:

- 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 physically or verbally aggressive behaviour 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 relationship

Children should know:

- 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 granting in relationships with friends, peers and adults.

Online relationships

Children should know:

- 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

Children should know:

- 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 and others.
- 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.

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)

Statutory Science Curriculum Content

Early Years Foundation Stage children learn about life cycles as well as watching chicks hatch. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 (years 1 – 2) children learn:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

In Key Stage 2 (years 3 – 6) children learn:

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement
- To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple functions
- To describe the life process of reproduction in some plants and animals
- To describe the changes, as humans develop to old age
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- To describe the way nutrients and water are transported within animals, including humans
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Non-Statutory Sex Education

As part of statutory Health Education, children are taught in an age appropriate way about puberty and the associated physical and emotional changes from Year 4 onwards. As part of the science curriculum, children learn that animals, including humans, have offspring which grow into adults. Children describe the changes as humans develop to old age and about how reproduction occurs in some plants and animals.

Alongside this, children in Year 4 are taught to recognise the signs and changes that may occur during the onset of puberty, in preparation for further lessons on this subject which also focus on emotional changes and menstruation in Year 5. These lessons form part of the statutory requirements for Health Education.

The DfE guidance 2019 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs.

This begins in Year 2 and is taught in more detail from Year 3 upwards. Children are taught:

- that for a baby to begin to grow, part comes from a mother and part comes from a father; that in most animals including humans the baby grows inside the mother
- how a baby develops in the womb and how babies are born
- that when a sperm and egg meet, this is called conception; that conception usually occurs as a result of sexual intercourse, and what sexual intercourse means (Year 6)

We believe that teaching this additional content to pupils will ensure that they are better prepared for transition to secondary school and also support their personal and social development as they grow into young adults. As is legally prescribed, parents have a right to withdraw their children from these additional non-statutory sex education lessons – please see the relevant section within this policy in regard to this process.

The resources we use when teaching the non-statutory sex education units are available for parents/carers to view on request to the PHSE/RSE Co-ordinator.

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

Use of visitors

When appropriate, visitors such as the school nurse or other professionals may be involved in the delivery of Relationship and Sex Education, particularly in Key Stage 2. Children with special needs Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of Relationship and Sex Education. Monitoring and Evaluation Monitoring is the responsibility of the head teacher, named governor and teacher with responsibility for Relationship and Sex Education. The school will assess the effectiveness of the aims, content and methods in promoting students' learning through assessment techniques, questionnaires to teachers and children and feedback from parents.

Delivery of RSE

Sophie Lambert is the designated teacher with responsibility for coordinating Relationship and Sex Education.

Sex and Relationship Education is delivered through science, RE, PSHE, Citizenship, literacy activities and circle time. Sex and Relationship Education is taught by classroom teachers and if appropriate, outside visitors such as the school nurse or other professionals.

A range of teaching methods which involve children's full participation are used to teach Relationship and Sex Education. These include use of video, discussion, looking at case studies, drama and role play. Relationship and Sex Education is usually delivered in mixed gender groups however there may be occasions where single gender groups are more appropriate and relevant Parents have the right to withdraw their children from those aspects of Relationship and Sex Education, not included in the National Curriculum Science Orders, when alternative work would be set.

Our Relationships and Sex Education programme will be delivered in an age appropriate and sensitive manner by class teachers. Teaching is normally taught in mixed gender groups, though some content is covered in single sex groups e.g. menstrual hygiene, single sex question sessions, etc.

We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes.

Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching RSE. Clear ground rules are established in partnership with the class, then reinforced at the start of each relevant lesson. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other
- Everyone gets a turn to speak, if they want to
- Everyone has a right not to speak
- Everyone's contribution is respected
- We don't ask or have to answer any personal questions
- We use anatomically correct language when we have learnt it
- Be open and honest in answering questions, as they are in other subjects;
- Answer pupil's questions factually in terms which are age appropriate;
- Provide materials that are age appropriate and matched to the children's level of understanding.
- set ground rules at the start of a lesson to reduce anxieties and embarrassment when discussing such issues as puberty. For example, "No one (teacher or pupil) will have to answer a personal or embarrassing question.

Delivery methods will be adjusted should the need for remote learning. The programme will be taught through a range of teaching methods, including poems, posters, stories, digital clips etc.;

Active learning is most effective when pupils are working in groups. Methods include discussion techniques such as the use of circle time, case studies and discussion groups;

Dealing with sensitive issues and difficult questions

- Pupil's questions will be dealt with honestly and sensitively and in an age appropriate way.
- A questions box will be available for pupils to ask anonymous questions.
- If staff are faced with a question they do not feel comfortable answering within the classroom, techniques such as distancing, the use of a question box, or creating a time to talk to a child individually will be used. Children may also be signposted back to parents/carers and the teacher will contact the parents/carers to give a context to the conversations that have been held in class. If necessary teachers also need to feel able to ask the child to wait for an answer to give them time to consult with the school's leadership team. (For instance: 'That is a really interesting question and I need a little time to think because I want to give you a really good answer.')
- Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting;
- If a question is too personal, the teacher should remind the pupils of the ground rules and /or refer her or him to the appropriate person such as a school nurse or outside agency;

- If a teacher doesn't know the answer to a question, it is important to acknowledge this, and to suggest that they both research this later. If necessary teachers also need to feel able to ask the child to wait for an answer to give them time to consult with the school's leadership team. (For instance: 'That is a really interesting question and I need a little time to think because I want to give you a really good answer.')
- If a question is too explicit, is inappropriate for the whole class or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. In some cases, this may result in talking to the parents of the child;
- Depending on the cohort, levels of maturity and content, boys and girls may be split.
- **If a teacher is concerned about sexual abuse, they should follow the school's safeguarding procedures.**

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through 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.

Roles and responsibilities

The governing body

The governing body has approval of this policy

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 Appendix 2).

The headteacher also:

- Ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- Monitors this policy on a regular basis and reports to governors on the effectiveness of the policy

The Staff

All staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- 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
- Monitoring progress

Class teachers are responsible for teaching RSE at Hamsey Green Primary School Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative

impressions. 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 and set within a general context.

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

Pupils

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

Parents

The school is well aware that 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:

- Will carry out our statutory duty to consult with parents and governors on the contents of this policy
- Inform parents about the school's RSE policy and practice; this includes informing parents by letter or email before beginning to teach a unit of RSE
- Answer any questions that parents may have about the RSE of their child; this includes providing opportunities for parents to view the resources that are used in lessons
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school
- Acknowledge parents have the right to withdraw their children from the non-statutory components of sex education within RSE. However, this rarely happens as, by working in partnership with parents, they recognise the importance of this aspect of their child's education
- Keep a register of any pupils who are removed from lessons and distributed to all teachers involved.

Parents' right to withdraw

As previously stated the RSE curriculum consists of both statutory and non-statutory elements:

- Parents do have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.
- Parents do not have the right to withdraw their children from statutory relationships education, health education or the science curriculum.

Parents wanting to withdraw their children are invited to speak to the class teacher. The class teacher will explore the concern of the parents and the possibility of adjusting the programme or approach and will discuss any impact that withdrawal may have on the child. He/she will talk with the parents about the possible negative experiences or feelings that may result from withdrawal of the child and the ways in which these may be minimised. If the parent still wishes to withdraw the child, requests for withdrawal should be put in writing and addressed to the Headteacher (See Appendix 2 for request form.). Once a child has been withdrawn they cannot take part in sex education until the request for withdrawal has been removed.

Alternative work will be given to pupils who are withdrawn from sex education and that child will go to another class for the duration of the lesson.

Confidentiality

Teachers conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as outlined in the Child Protection and Safeguarding Policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or exploitation. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection or the headteacher as a matter of urgency. Disclosure of female genital mutilation must be reported to the police (either by the teacher to whom it is disclosed or by the DSL).

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, pupils are informed first and then supported by the designated teacher throughout the whole process.

Special Educational Needs

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

Equalities and Diversity

Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. Planning and resources are reviewed to ensure they comply with equalities legislation and the school's equal opportunities policy. All RSE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of the subject in school. In our school we seek to recognise and embrace the diverse nature of our community. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness. We do not use RSE as a means of promoting any form of sexual orientation.

Complaints Procedure

Any complaints or concerns about the Relationships and Sex Education programme should be made to the class teacher in the first instance. Parents can choose to follow the school complaints procedure if they feel things are not resolved.

Monitoring Arrangements

The delivery of RSE is monitored by the Senior Leadership Team through, for example, planning scrutinies, learning walks and lesson observations

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

The School Environment

The school will ensure that the whole school environment reflects the values of respect for themselves and others. It will:

- Ensure that posters and displays use positive images and celebrate difference and diversity.
- Use anonymous question boxes or similar items enabling children to have questions and concerns answered privately where needed.
- Ensure that communication between staff and pupils is welcomed and encouraged, and children know how to access members of staff.
- Provide provisions for pubertal girls, including sanitary ware and free sanitary towels.
- Ensure that discriminatory behaviour is always challenged in any context.

Equal Opportunities

Hamsey Green Primary School and Acorns Nursery is committed to equality of opportunity in all aspects of school life. In RSE this will include:

- Examining and challenging gender stereotyping,
- Celebrating difference and diversity
- Ensuring a programme of Relationships Education that is relevant to all pupils

Further policies

In conjunction with this policy, please also see:

- Behaviour policy and procedures
- Safeguarding and child protection policy
- Anti-bullying policy and procedures
- Mental health and wellbeing policy
- Online safety policy
- Equalities Policy

Please see below a useful document produced by the government, which provides answers to frequently asked

questions: <https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>

This policy document is placed on the school website and staff notice board following approval by the full governing body.

RSE issues will be included in the induction programme for all new members of staff.

Appendix 1

RSE	FOUNDATION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Body awareness	Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others.	To recognize what they like and dislike, what is fair and unfair, and what is right and wrong. To maintain	How to make simple choices that improve their health and well-being.	To know the physical differences between male and female and use the correct names for body parts.	About how the body changes as they approach puberty. The changes in girls and boys.	To recognize, as they approach puberty, how people's emotions change at that time and	Reproduction-Operation Ouch. Consent The facts about HIV transmission and other sexually

	<p>Dress and undress independently and manage their own personal hygiene.</p> <p>Understand that they can expect others to treat their needs, views, cultures and beliefs with respect.</p>	<p>Personal hygiene.</p> <p>To name Different parts of the body to challenge gender stereotypes.</p> <p>How some Diseases spread and can be controlled.</p> <p>That all household products, including medicines, can be harmful if not used properly.</p>	<p>How to look after their bodies.</p> <p>How some diseases spread and can be controlled.</p> <p>The names of the main parts of the body the differences between boys and girls how their bodies change as they grow. Reproduction (life cycles).</p>	<p>To understand that their bodies are private to them.</p>	<p>The importance of personal hygiene.</p> <p>How emotions change.</p> <p>Reproduction.</p>	<p>how to deal with their feelings towards themselves, their family and others, in a positive way.</p> <p>About how the body changes as they approach puberty.</p> <p>To have an understanding of issues surrounding transgender .</p> <p>Process of menstruation.</p> <p>Consent and making the right choices.</p>	<p>transmitted diseases and how to stay safe.</p> <p>That pressure to behave in an unacceptable or risky way can come from a variety of sources including those they know.</p> <p>Techniques for resisting for resisting pressure to do wrong.</p> <p>Revised process of menstruation.</p>
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Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY THE PARENTS			
NAME OF CHILD		CLASS	
NAME OF PARENT		DATE	
REASON FOR WITHDRAWING FROM SEX EDUCATION WITHIN RELATIONSHIPS EDUCATION			
ANY OTHER INFORMATION YOU WOULD LIKE THE SCHOOL TO CONSIDER			
PARENT SIGNATURE			

TO BE COMPLETED BY THE SCHOOL	
AGREED ACTIONS TAKEN FROM DISCUSSIONS WITH PARENTS	

PSHE and RSE Education – Vocabulary Progression

In Year One, children will learn ...

How families are all different but share common features.
 As individuals they are similar or different to others and what they have in common.
 The names of their body part and that parts of bodies covered with underwear are private.
 How to keep themselves healthy and who helps them to stay healthy.
 How people make choices about what to do with money, including spending and saving.
 How kind and unkind behaviour can affect others.
 How to play and work co-operatively.

Key Vocabulary for Year One

Science *	Relationship Education	Health Education
Private parts Vagina penis	Gender Caring Love friendship Happy / unhappy Secure Making friends Good friends Respect Truthful Trustworthy Loyal Kind Generous Sharing Helping Lonely Falling out Arguments Differences Unique Polite Good manners Online Pretending Teasing Bullying Safe/Unsafe Worried Permission Right / wrong behaviour Family Divorced Foster parent Grandparents Married/not married partner	Physical health Healthy / unhealthy Fitness Active / inactive Exercise Healthy diet Sugar Fat Protein Vitamins Germs Personal hygiene - washing Virus Drugs / tobacco / alcohol sunscreen sun damage shade protection Mental health Emotions / feelings Anger Happiness Sadness Fear Surprise Nervous Excited

In Year Two, children will learn ...

How people behave when they are being friendly and what makes a good friend.
 How to report bullying or other hurtful behaviour.
 How to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets.
 That different things help their bodies to be healthy.
 To recognise their own feelings and how different experiences can affect how they feel.
 Talk about the process of growing from young to old.
 Talk about what we can do now and how this will change as we grow up and then older.
 Learning and using the correct terminology for all parts of the body.
 Discuss our families, who is in them and how we try to all get along.

Key Vocabulary for Year Two

Science *	Relationship Education	Health Education
Body parts – Penis Nipples Vagina Vulva Testicles, Mammal Baby Toddler Teenager Adult	Friendship/ friends love Shy Advice Smile Talk Persistence Similarities/ differences Loneliness Feelings Ignore Effort Share Professional Kindness Consideration Listen Argument Conflict Emotions Calm Resolve Compromise Empathy Apologies Choices Negative Positive Exclude Unacceptable Rude Bully Body language Consequence Report Self -esteem	Safe/unsafe private parts Permission Uncomfortable Worried No Stop Hygiene Exercise Healthy Physical

In Year Three, children will learn ...

How to build good friendships, including identifying qualities that contribute to positive friendships.
 How to recognise hazards that may cause harm or injury.
 That their body belongs to them and should not be hurt or touched without their permission.
 How families differ from each other.
 How to eat a healthy diet and the benefits of nutritionally rich foods.
 How we need to change as we grow older and how our tastes/friendships etc can change.
 Recap on the biological terms for the main body parts (from Year 2).
 Discuss about how we are all different and how we can support one another.
 Discuss how baby animals are born and how their mothers nurture them into growing into healthy adults.
 How will this influence family members e.g.: tired parents.
 All living things: grow and change whilst recognising we are all special.

Key Vocabulary for Year Three

Science *	Relationship Education	Health Education
Bladder Healthy Diet Nutrition Balanced Dental Hygiene Sugar Obesity Activity Exercise Wellbeing Sleep Mood Bones Skeleton Joints Muscle Vertebrate Invertebrate animal human vitamins bodies Lifecycle Reproduce Alive Babies Old Age Mammal	Friendship/ friends love Shy Advice Smile Talk Persistence Similarities/ differences Loneliness Feelings Ignore Effort Share Professional Kindness Consideration Listen Argument Conflict Emotions Calm Resolve Compromise Empathy Apologies Empathy Choices Negative Positive Exclude Unacceptable Rude Bully Body language Consequence Report	Hygiene Cleanliness Maturity Puberty Penis Vulva Nipples Vagina Breasts Testicles Foreskin Circumcision Body odour Safe Permission Uncomfortable routine Accident Washing Hazards Medicine/drugs Alcohol Allergies

In Year 4, children will learn ...

To develop self-worth by identifying positive things about themselves and their achievements.
 That everyone should feel included, respected, and not discriminated against.
 How they will grow and change.
 How they can manage their feelings.
 Discuss changes in our feelings and emotions due to puberty.
 Discuss that everyone can feel the same during this emotional change.
 Talk about the process of human birth and what happens. (video to be watched).
 Discuss different relationships that we may have now and in future but maybe have not experienced.
 Acknowledge what is meant by stereotypes and learn to challenge those.
 Discuss that everyone lives different lives and that is acceptable in society.
 How are babies born?
 Consider the need of babies before and after birth.

Key Vocabulary for Year Four

Science *	Relationship Education	Health Education
Bladder Healthy Diet Nutrition Balanced Dental Hygiene Sugar Obesity Activity Exercise Wellbeing Sleep Mood Bones Skeleton Joints Muscle Vertebrate Invertebrate animal human vitamins bodies Lifecycle Reproduce Alive Babies Old Age Mammal	Friendship/ friends love Shy Advice Smile Talk Persistence Similarities/ differences Loneliness Feelings Ignore Effort Share Professional Kindness Consideration Listen Argument Conflict Emotions Calm Resolve Compromise Empathy Apologies Empathy Choices Negative Positive Exclude Unacceptable Rude Bully Body language	Hygiene Cleanliness Maturity Puberty Penis Vagina Vulva Nipples Breasts Testicles Foreskin Circumcision Body odour Safe Permission Uncomfortable routine Accident Washing Hazards Medicine/drugs Alcohol Allergies

In Year Five, children will learn...

To recognise and respect similarities and differences between people.
 How to challenge stereotypes.
 How to help in an accident or emergency.
 How to communicate safely face to face and online.
 How babies are made discussing sexual intercourse including different sexual relationships.
 Getting ready for adulthood.
 How to have safe sex and the need for contraceptives to avoid unplanned pregnancy and STDs.
 Different relationships: friendships parent/child, family, and adult relationships.
 Discuss how sex is presented in the media and sexual stereotyping.

Girls talk:

Consider physical and emotional changes through puberty.
 Address worries and concerns of young women.

Boys talk:

Consider physical and emotional changes through puberty.
 Address worries and concerns of young men.

Key Vocabulary for Year Five

Science *	Relationship Education	Health Education	Sex Education
Life cycle	Disability	Mental health	Love
Sperm	Vision/ Hearing impaired	Equality	Consent
Eggs	Learning disability	Race	Respect
Scrotum	Physical disability	Heritage	trust
Nipple	Rights	Dual heritage	Mutual
Pubic hair	Consent	Ethnicity	Cuddle
Develop	Identity	Religion	Kiss
Facial hair	Fraud	Belief	Intercourse
Body odour	Phishing	Culture Freedom	sex
Voice breaking	Trolling	Boundaries	Conceive
Period	Harassment	Sexual abuse	Conception
Menstruation	Self-respect	Emotional abuse	Erection
Menstrual cycle	Personal information	Neglect	
Blood	Anonymity	Physical abuse	
Tampon	bullying	Discriminate	
Sanitary towel	Permission	Prejudice	
Hygiene	Unsafe		
Cleanliness	Online abuse		
Hormones	Inappropriate		
Maturity	Sexting		
Penis	Cyber bullying		
Vagina	Legal/Illegal		
Breasts	Personal boundaries		
Womb	Safe relationships		
Uterus	Acceptable contact		
Testicles	Stereotype		
Testis	Sexual orientation		
Foreskin	Gender		
Ovaries	Society		
Fallopian tubes	Community		
Bladder	Difference		
Urethra	Husband		
	Wife		

	Single parent families Lesbian Gay Bisexual Homosexual heterosexual Transgender Families headed by grandparents Foster parents/Carers Partner Same sex relationships Opposite sex relationships Marriage Civil partnership		
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In Year Six, children will learn...

How to keep healthy as they grow.
 How friendships change and grow.
 What will change as they become more independent.
 How babies are made.
 Coping with changes which occur during puberty both physically and emotionally, where to seek advice.
 Positive examples of sexual relationships.
 Importance of valuing ourselves to avoid negative sexual relationships.
 Recognise good and bad consequences in our actions.
 Recognise that changing emotions are a normal aspect of puberty.

Key Vocabulary for Year Six

Science *	Relationship Education	Health Education	Sex Education
Life cycle	Disability	Sperm	Love
Sperm	Vision/ Hearing impaired	Eggs	Consent
Eggs	Learning disability	Scrotum	Respect
Scrotum	Physical disability	Clitoris	trust
Nipple	Rights	Nipple	Mutual
Pubic hair	Consent	Intimate contact	Cuddle
Develop	Identity	Pubic hair	Kiss
Facial hair	Fraud	Develop	Life cycle
Body odour	Phishing	Facial hair	Intercourse
Voice breaking	Trolling	Body odour	Sex
Period	Harassment	Voice breaking	erection
Menstruation	Self-respect	Period	Conceive
Menstrual cycle	Personal information	Menstruation	conception
Blood	Anonymity	Menstrual cycle	
Tampon	bullying	Blood	
Sanitary towel	Permission	Tampon	
Hygiene	Unsafe	Sanitary towel	
Cleanliness	Online abuse	Hygiene	
Hormones	Inappropriate	Cleanliness	
Maturity	Sexting	Hormones	
Penis	Cyber bullying	Maturity	
Vagina	Legal/Illegal	Penis	
Breasts	Personal boundaries	Vagina	
Womb	Safe relationships	Breasts	
Uterus	Acceptable contact	Womb	
Testicles	Stereotype	Uterus	
Testis	Sexual orientation	Testicles	
Foreskin	Gender	Testis	
Ovaries	Society	Foreskin	
Fallopian tubes	Community	Vulva	
Bladder	Difference	Ovaries	
Urethra	Husband	Fallopian tubes	
	Wife	Bladder	
	Single parent families	Urethra	
	Lesbian	Mental health	
	Gay	Boundaries	
		Sexual abuse	

	Bisexual Homosexual heterosexual Transgender Families headed by grandparents Foster parents/Carers Partner Same sex relationships Opposite sex relationships Marriage Civil partnership	Emotional abuse Neglect Physical abuse	
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This policy document is placed on the school website and staff notice board following approval by the full governing body.

RSE issues will be included in the induction programme for all new members of staff.

Policy Reviewed: July **2023**

Next Review Date: **July 2024**

Reviewer: Sophie Lambert **PSHE and RSE Lead**