

Malvern Wyche C of E Primary School



Relationships, health and sex education (RHSE) policy

Incorporating statutory and non-statutory guidance and requirements to teach Personal, Social, Health and Economic education (PSHE), Fundamental British Values (FBV) and Spiritual, Moral, Social and Cultural Education (SMSC).

Approved by:	The Teaching & Learning Committee of the Full Governing Board	Date: [Date]
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1. Aims

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

- a. Provide a curriculum which contributes to our vision that children should “soar on wings like eagles” as a result of the care and education they receive from staff and each other.
- b. Underpin and teach the school’s core values of Safety, Trust, Respect, Inspiration, Value and Engagement in the context of RHSE, for oneself and for others.
- c. Provide a comprehensive curriculum which teaches age-appropriate Relationships and Sex Education (RSE) Spiritual, Moral, Social and Cultural education (SMSC), alongside Personal, Social, Health and Economic Education (PSHE) and Fundamental British Values (FBV)
- d. Teach pupils the knowledge, skills, attitudes and aptitudes by which they can stay safe, recognize risk, ask for help and advice, and keep others safe.
- e. Help pupils develop feelings of self-respect, mutual respect, confidence, humility and empathy, understanding their impact on others and on society.
- f. Develop positive and inclusive attitudes to inclusion and the celebration of difference and the rights of others in line with the 2010 Equality act, actively discouraging discrimination on grounds of age, ability, identity, marital status, pregnancy/maternity, race, religion or belief, sex and sexual orientation as laid out by that act.
- g. Create a positive culture around issues of personal health, sexuality and relationships

- h. Teach pupils the correct vocabulary to describe themselves and their bodies
- i. Prepare pupils for the KS3 curriculum and the next stage of education and life.

2. Statutory requirements

2.1 As a maintained primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

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

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

2.4 We must also have regard to our legal duties set out in:

- a. Sections 406 and 407 of the Education Act 1996
- b. Part 6, chapter 1 of the Equality Act 2010
- c. The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Malvern Wyche C of E Primary School, we teach RHSE as set out in this policy.

3. Policy development

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

- a. Evaluating a range of teaching materials to ensure we knew what was available and adopting some on trial to develop policy and practice.
- b. Staff consultation – all school staff were given the opportunity to consider our policy and practice, examine teaching materials and give feedback.
- c. Briefing governors of stages of development and inviting all to attend the working party should they wish.
- d. Allowing governors to view materials whilst the policy was being developed.
- e. Parent/stakeholder consultation part 1 – parents and any interested parties were invited to attend a meeting about the policy.
- f. Working party – all stakeholders were invited to join a working party to establish priorities for the RHSE curriculum. Those who joined the party attended a meeting where views were heard, debated and summarized as part of the policy statement.
- g. Parent/stakeholder consultation part 2 – parents and any interested parties were invited to attend a meeting about the final draft of the policy and examine teaching materials.
- h. Ratification – once amendments were made, the policy was shared with the teaching and learning committee of the governing board and was ratified.

4. Definition

Based on the wishes of our stakeholder working party and our staff curriculum development we consider that RSHE:

- a. Should teach children about RHSE is about consent, boundaries and privacy in relationships, to allow them to establish healthy and fulfilling friendships now, and later short- and long-term romantic relationships, informal and formal partnerships and/or marriages.
- b. Should challenge and unpick restrictive and discriminatory gender stereotyping, underpinned by the school's core STRIVE values.
- c. Should teach children to stay safe and avoid harm and exploitation in an age appropriate and reassuring way, including online safety and how and when to ask for help.
- d. Should teach children about the changes which will happen to their body and about sexual reproduction in a graduated, age-appropriate way, in order to combat and avoid myths and misunderstandings and provide preparation for life.
- e. Should consider the school's distinctive Church vision and contextualise Christian marriage amongst other partnerships and commitments, explaining the church's teaching on marriage and considering the spiritual and moral aspects of behaviour in relationships in a Christian context.
- f. Should ensure that boys and girls receive exactly the same content and knowledge in lessons about physical changes or human reproduction.
- g. Should not be about the promotion of any particular lifestyle, and is not about promoting or encouraging sexual activity.
- h. Should carefully consider the backgrounds and life experiences of our children and families to ensure everyone feels welcome and informal risk assessments ensure we abide by our Equality duty and meet Equality targets.

5. Curriculum

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

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

5.3 Saying, in age-appropriate language:

- a. That's not a question I can answer here and now, but we can talk more later.
- b. Discussing the question with RHSE lead or headteacher, with parents and agreeing case by case an approach to safely answering the question, either in school or at home in a way that does not embarrass, shame children and families or mystify relationships.
- c. If the question gave rise to safeguarding concerns discussing these with the Designated Safeguarding Lead and supportively with parents, gaining consent to involve wider services if necessary, and notifying parents of referrals to Children's Social Care in cases of safeguarding emergency.

5.4 Primary health and sex education will focus on:

- a. Preparing boys and girls for the changes that happen to humans throughout their life, including adolescence, including changes in voice, skin, hair, moods, feelings, thoughts and ageing.
- b. How a baby is conceived and born.
- c. The scientific names for the parts of the body.

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

6. Delivery of RHSE

6.1 RHSE will take place in weekly stand-alone lessons in mixed ability classes. Using the SCARF resources as starting points teachers will tailor content and to their specific class.

6.2 In single age and sometimes single sex RSHE sessions where content is more specific to age and stage (such as ensuring the drug or alcohol education is progressive and does not over-inform, or ensuring that puberty education is age-appropriate and not “too much too soon).

6.3 Mixed class and stand-alone sessions are clearly allocated in the Appendix 1 which shows in which terms lessons are taught.

6.4 We will be mindful of the lived experience and background of pupils to the best of our knowledge, understanding that we are not only teaching about a varied range of protected characteristics and types of relationship and families, but that our pupils represent and are drawn from a varied range of protected characteristics, relationships, and families, including, but not limited to:

- a. children who are fostered and adopted from local authority care,
- b. children in single-parent families,
- c. Children living with relatives and grandparents
- d. Children who are bereaved
- e. Children who have experienced and survived abuse
- f. children with parents in a same-sex relationship
- g. Step- and blended- families, including those of different backgrounds, ethnicities, faiths and demographics.

6.5 This means that RHSE lesson content and language will need careful consideration and a rolling and active risk assessment to ensure it meets the need of learners.

6.6 Children with Special Education Needs may need assistance to access the curriculum, understand the language used and comprehend the lesson objectives. This will be dealt with on a case-by-case basis and teaching adapted to suit the needs of learners and groups of learners in consultation with the RHSE lead. This could include pre-teaching of language, post-teaching assessment of understanding or TA support in lessons.

6.6 RHSE is taught within the personal, social, health and economic (PSHE) education curriculum which also teaches Fundamental British Values. Biological aspects of RHSE are taught within the science curriculum, and other aspects are included in religious education (RE).

6.7 We use SCARF materials provided by Coram Life as a basis for our curriculum mapping and lesson planning. Parents can find out more about SCARF and CORAM Life here: <https://www.coramlifeeducation.org.uk/scarf/>

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

- a. Families and people who care for me
- b. Caring friendships
- c. Respectful relationships
- d. Online relationships
- e. Being safe

6.8 The sex education provided for children is in line with statutory science and health education, excluding one aspect of the Year 6 content. In the year 6 lesson “Making Babies” we have chosen a resource which contains a brief a scientific animation demonstrating the mechanics of reproduction depicting penetration and ejaculation leading to fertilisation. This aspect is additional to the statutory curriculum. Year 6 parents may view this annually and decide if they wish their children to withdraw from that aspect of the lesson.

6.9 Throughout the primary curriculum from Year 1 up children will be encouraged to know the scientific names for the parts of their bodies which, in later lessons will be associated with puberty and reproduction, but to allow children to speak confidently and safely about themselves and to learn the science about human beings, being aware of and able to use terms such as, for example, “penis”, testicles” or “vulva”, alongside their informal personal names derived from family teaching.

6.10 For more information about our RHSE curriculum, see Appendices 1 (Curriculum Mapping) and 2 (Requirements and Guidance).

6.11 These areas of learning are taught within the context of family life, taking care to make sure 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 and 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).

6.12 We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism, or the illegal use of drugs.

6.13 We will teach about these topics in a manner that:

- a. Considers how a diverse range of pupils will relate to them, including pupils with additional needs,
- b. Is sensitive to all pupils’ experiences,
- c. During lessons, makes pupils feel:
 - i. Safe and supported
 - ii. Able to engage with the key messages

6.14 We will also:

- a. Make sure that pupils learn about these topics in an environment that’s appropriate for them, for example in:
 - i. A whole-class setting
 - ii. Small groups or targeted sessions
 - iii. 1-to-1 discussions
 - iv. Digital format
- b. Give careful consideration to the level of differentiation needed.

6.15 We will consider whether any resources we plan to use:

- a. Are aligned with the teaching requirements set out in the statutory RHSE guidance
- b. Would support pupils in applying their knowledge in different contexts and settings

- c. Are age-appropriate, given the age, developmental stage and background of our pupils
- d. Are evidence-based and contain robust facts and statistics
- e. Fit into our curriculum plan
- f. Are from credible sources
- g. Are compatible with effective teaching approaches
- h. Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

7.1 If we choose to use external resources, teaching or advice from external sources (such as SCARF teachers delivering workshops, School Nurse sessions or NSPCC etc.) We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

7.2 The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs and are age-appropriate and in line with this policy.

7.3 We **will** make appropriate checks and engage with external agencies to make sure that their approach to teaching about RHSE is balanced, and it and the resources they intend to use:

- i. Are age-appropriate
- ii. Are in line with pupils' developmental stage
- iii. Comply with:
 - This policy
 - The Teachers' Standards
 - The Equality Act 2010
 - The Human Rights Act 1998
 - The Education Act 1996

7.4 If we decide to use an external agency we will:

- a. Only work with external agencies where we have full confidence in the agency, its approach, and the resources it uses,
- b. Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- c. Review any case study materials and look for feedback from other people the agency has worked with
- d. Establish clearly:
 - i. What they're going to say

- ii. Their position on the issues to be discussed
 - e. Ask to see in advance any materials that the agency may use
 - f. Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
 - g. Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
 - h. Check the agency's protocol for taking pictures or using any personal data they might get from a session
 - i. Remind teachers that they can say "no" or, in extreme cases, stop a session
 - j. Make sure that the teacher is in the room during any sessions with external speakers
- 7.5 We **won't**, under any circumstances:

- a. Work with external agencies that take or promote extreme political positions
- b. Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The governing board

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

8.2 The headteacher

Is responsible for ensuring that RHSE is taught consistently across the school, managing the performance of the RHSE co-ordinator and for managing requests to withdraw pupils from non-statutory components of RHSE (see section 9).

8.3 Staff

8.31 School teaching staff (defined as those with a permanent contract held accountable to the teacher standards) are responsible for:

- a. Delivering RHSE in a sensitive way,
- b. Modelling positive attitudes to RHSE,
- c. Monitoring progress,
- d. Responding to the needs of individual pupils,
- e. Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RHSE,

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

8.33 RHSE is co-ordinated by Mr Richard Turley.

8.4 Pupils

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

9. 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 of sex education within RHSE.

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

Alternative school work and appropriate supervision will be given to pupils who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of RHSE 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 RHSE.

11. Monitoring arrangements

The delivery of RHSE is monitored by Richard Turley through:

Lesson sampling, learning walks, pupil voice and work scrutiny.

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

This policy will be reviewed by Richard Turley annually, informed by pupil voice and the Wyche RHSE working party. At every review, the policy will be approved by the Teaching & Learning Committee.

Appendix 1 Curriculum Mapping

Malvern Wyche C of E Primary School Curriculum Map for RSE, PSHE, FBV, SMSC and Safeguarding Education

The majority of lessons will be pitched in an age-appropriate way to mixed age classes. Where the lessons involve information about changes to our bodies, naming the external genitals or safeguarding advice, we will teach them in single age groups to ensure these are properly pitched.

Details of these lessons are summarised underneath the lesson title.

EYFS & Key
Stage 1
(R, 1 & 2)

Aut 1

Aut 2

Spr 1

Spr 2

Sum 1

Sum 2

Unit Title			Me & My Relationships	Valuing Difference	Keeping Myself Safe	Rights & Responsibilities	Being My Best	Growing & Changing
Year R/1/2	Mixed age teaching	Year A	<u>Why we have classroom rules</u> <u>Thinking about feelings</u> <u>Our feelings</u> <u>Feelings and bodies</u> <u>Our ideal classroom (1)</u> <u>Our ideal classroom (2)</u> <u>How are you feeling today?</u> <u>Bullying or teasing?</u>	<u>Same or different?</u> <u>Unkind, tease or bully?</u> <u>What makes us who we are?</u> <u>How do we make others feel?</u> <u>My special people</u>	<u>Healthy me</u> <u>Super sleep</u> <u>Who can help? (1)</u> <u>Harold's picnic</u> <u>How safe would you feel?</u> <u>What should Harold say?</u>	<u>Harold's wash and brush up</u> <u>Around and about the school</u> <u>Taking care of something</u> <u>Getting on with others</u> <u>When I feel like erupting...</u> <u>Feeling safe</u>	<u>I can eat a rainbow</u> <u>Eat well</u> <u>Catch it! Bin it! Kill it!</u> <u>You can do it!</u> <u>My day</u> <u>Harold's postcard - helping us to keep clean and healthy</u>	<u>Inside my wonderful body!</u> (<u>Taking care of a baby</u> <u>A helping hand</u> <u>Sam moves away</u>
Year R/1/2		Year B	<u>Our special people balloons</u> <u>Good friends</u> <u>How are you listening?</u> <u>Don't do that!</u> <u>Types of bullying</u> <u>Being a good friend</u> <u>Let's all be happy!</u>	<u>Harold's school rules</u> <u>Who are our special people?</u> <u>It's not fair!</u> <u>When someone is feeling left out</u> <u>An act of kindness</u> <u>Solve the problem</u>	<u>Harold loses Geoffrey</u> <u>What could Harold do?</u> <u>Fun or not?</u> <u>Should I tell?</u> <u>Playing games</u>	<u>Harold's money</u> <u>How should we look after our money?</u> <u>Basic first aid</u> <u>How can we look after our environment?</u> <u>Harold saves for something special</u> <u>Harold goes camping</u>	<u>Harold learns to ride his bike</u> <u>Pass on the praise!</u> <u>Harold has a bad day</u> <u>Harold's bathroom</u> <u>My body needs...</u> <u>What does my body do?</u>	<u>Then and now</u> <u>Who can help? (2)</u> <u>Haven't you grown!</u> <u>Basic first aid</u>
Year 1	In year groups (RSE afternoons)	Year A & B			<u>Sharing pictures</u> [internet safety and consent to share pictures <u>Jessie & Friends Ep.2 link</u>	<u>Good or bad touches?</u> [NSPPCC 'Underwear rule' is taught.] <u>Pantosaurus video</u>	<u>Keeping privates private</u> [use of words "penis; vulva" for external genitals]	<u>Surprises and secrets</u> [the danger of keeping secrets and encouraging children to tell if a secret feels wrong]

Year 2					<u>I don't like that!</u> [the kinds of non-abusive physical experiences that children may wish to give or withhold consent for – saying “stop”, “no” or telling.]	<u>Some secrets should never be kept</u> [touching or tickling that you don't like or makes you feel bad – telling an adult right away]	<u>My body, your body</u> [naming external parts “penis, vulva, testicles, nipples”]	<u>Respecting privacy</u> [uses “penis and vulva” for genitals. Talks about right to privacy to get changed, go to the toilet etc. and this is not the same as secrecy.]
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Key Stage 2 (Y3, 4 & 5)		Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Unit Title		Me & My Relationships	Valuing Difference	Keeping Myself Safe	Rights & Responsibilities	Being My Best	Growing & Changing
Y3, 4 & 5 Mixed age teaching	Year A	<u>As a rule</u> <u>My special pet</u> <u>An email from Harold!</u> <u>Ok or not ok? (part 1)</u> <u>Ok or not ok? (part 2)</u> <u>Collaboration Challenge!</u> <u>Give and take</u>	<u>Family and friends</u> <u>My community</u> <u>Can you sort it?</u> <u>Islands</u> <u>Qualities of friendship</u> <u>Kind conversations</u>	<u>Safe or unsafe?</u> <u>Danger or risk?</u> <u>Danger, risk or hazard?</u> <u>Picture Wise</u> <u>'Thinking' about habits</u> <u>Jay's dilemma</u>	<u>Our helpful volunteers</u> <u>Helping each other to stay safe</u> <u>Who helps us stay healthy and safe?</u> <u>It's your right!</u> <u>How do we make a difference?</u> <u>What's the story?</u> <u>Fact or opinion?</u>	<u>Derek cooks dinner! (healthy eating)</u> <u>Poorly Harold</u> <u>For or against?</u> <u>What makes me ME!?</u> <u>Making choices</u> <u>Getting fit</u> <u>It all adds up!</u>	<u>Relationship Tree</u> <u>Moving house</u> <u>Taking notice of our feelings</u>
	Year B	<u>Looking after our special people</u> <u>How can we solve this problem?</u> <u>Dan's dare</u> <u>Human machines</u>	<u>Respect and challenge</u> <u>Our friends and neighbours</u> <u>Friend or acquaintance?</u>	<u>The Risk Robot</u> <u>None of your business!</u> <u>How dare you!</u> <u>Medicines: check the label</u>	<u>Recount task</u> <u>Harold's environment project</u> <u>In the news!</u> <u>Safety in numbers</u>	<u>I am fantastic!</u> <u>Getting on with your nerves!</u> <u>SCARF Hotel</u> <u>Harold's Seven Rs</u> <u>Different skills</u>	<u>Secret or surprise?</u> <u>Dear Hetty</u>

			<u>Different feelings</u> <u>Relationship cake recipe</u> <u>Being assertive</u> <u>How good a friend are you?</u>	<u>What would I do?</u> <u>Happy being me</u> <u>The land of the Red People</u>	<u>Spot bullying</u> <u>Ella's diary dilemma</u>	<u>Rights, responsibilities and duties</u> <u>Mo makes a difference</u>	<u>My school community (2)</u> <u>Independence and responsibility</u>	
		Year C	<u>Tangram team challenge</u> <u>Thunks</u> <u>Friends are special</u> <u>When feelings change</u> <u>Under pressure</u> <u>Our emotional needs</u> <u>Communication</u>	<u>Let's celebrate our differences</u> <u>Zeb</u> <u>The people we share our world with</u> <u>That is such a stereotype!</u> <u>Is it true?</u> <u>It could happen to anyone</u>	<u>Raisin challenge (1)</u> <u>Help or harm?</u> <u>Keeping ourselves safe</u> <u>Raisin challenge (2)</u> <u>Decision dilemmas</u> <u>Play, like, share</u> <u>Would you risk it?</u>	<u>Can Harold afford it?</u> <u>Earning money</u> <u>Logo quiz</u> <u>Harold's expenses</u> <u>Why pay taxes?</u> <u>Spending wisely</u> <u>Lend us a fiver!</u> <u>Local councils</u>	<u>Body team work</u> <u>Top talents</u> <u>My school community (1)</u> <u>Basic first aid</u> <u>Star qualities?</u> <u>Basic first aid, including Sepsis Awareness</u>	<u>Basic first aid</u> <u>How are they feeling?</u>

Key Stage 2 (Y3, 4 & 5)			Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year 3	In year groups (RSE afternoons)	Year ABC			<u>Alcohol and cigarettes: the facts</u> [active/addictive ingredients in alcohol and cigarettes and why they are age restricted]			<u>My changing body</u> [intro to puberty incl. personal hygiene and beginning to discuss menstruation] <u>Body space</u> Teaching children consent about touch (hugs kisses etc) and repeating the Pants rule.]
Year 4					<u>Know the norms</u> [risks of smoking, vaping, and drinking alcohol in the context of their equality –			<u>My feelings are all over the place!</u> [emotional health as we grow older]

					<p>looking at the statistics of usage and harm.]</p>			<p><u>All change!</u></p> <p>[how animals including humans grow and become ready for reproduction later in life (does not include sex ed) uses vocab: vulva, vagina, ovaries, eggs, womb, clitoris, labia, breasts penis, testicles, sperm, pubic hair]</p> <p><u>Preparing for changes at puberty</u></p> <p>[Teaching about menstruation debunking myths and giving scientific facts.]</p> <p><u>Together</u></p> <p>Discussion of diverse types of long-term relationships, civil partnerships, and marriages.</p>
<p>Year 5</p>					<p><u>Drugs: true or false?</u></p> <p>[Introduction to drugs as medicine and focusing on the associated risks and controls.]</p> <p><u>Smoking: what is normal?</u></p> <p>[Peer pressure, economic factors related to smoking and the health risks associated]</p>			<p><u>Stop, start, stereotypes</u></p> <p>[Exploring stereotypes of on males and females in society, & looking at challenging discrimination through gender, sexuality, and identity.]</p> <p><u>Changing bodies and feelings</u></p> <p>[further naming body parts scientifically (pubic Hair, labia, vulva, clitoris, urinary opening, anus, penis, testicles, scrotum) and discussing the emotions, feelings and hormonal changes which come with puberty.</p> <p><u>Growing up and changing bodies</u></p>

[discussion of hygiene, deodorant, spots and changes to hair/skin etc.]

**Key Stage 2
Year 6**

Aut 1

Aut 2

Spr 1

Spr 2

Sum 1

Sum 2

Year 6	Just year 6	Year ABC	<p>Working together Let's negotiate Solve the friendship problem Assertiveness skills (formerly Behave yourself - 2) <u>Behave yourself</u> <u>Dan's day</u> <u>Don't force me</u> [relationships and marriage as a choice and the need for consent.] <u>Acting appropriately</u></p>	<p><u>OK to be different</u> <u>We have more in common than not</u> [tolerance and anti-discrimination including race, gender and sexuality] <u>Respecting differences</u> <u>Tolerance and respect for others</u> <u>Advertising friendships!</u> <u>Boys will be boys? - challenging gender stereotypes</u></p>	<p><u>Think before you click!</u> [Online safety, cyber bullying and viral sharing] <u>Traffic lights</u> [Managing risk online] <u>Rat Park</u> [the neuroscience science behind habits and addiction] <u>What sort of drug is...?</u> [understanding legal and illegal drugs, their risks and their effect on the body. Vocab used: Nicotine, caffeine, alcohol, cannabis, heroin] <u>Drugs: it's the law!</u> [scenarios about the legality, illegality and restrictions of the use of a range of drugs] <u>Alcohol: what is normal?</u></p>	<p><u>Two sides to every story</u> <u>Fakebook friends</u> <u>What's it worth?</u> <u>Jobs and taxes</u> <u>Action stations!</u> <u>Project Pitch (parts 1 & 2)</u> <u>Happy shoppers</u> <u>Democracy in Britain 1 - Elections</u> <u>Democracy in Britain 2 - How (most) laws are made</u></p>	<p><u>Five Ways to Wellbeing project</u> <u>This will be your life!</u> Our recommendations <u>What's the risk? (1)</u> <u>What's the risk? (2)</u> <u>Basic first aid, including Sepsis Awareness</u></p>	<p><u>Helpful or unhelpful? Managing change</u> [conflict resolution] <u>I look great!</u> [Body image and media / peer pressure] <u>Media manipulation</u> [resisting stereotypes / positive self-image] <u>Pressure online</u> [resisting pressure to share selfies and pass on images without consent] <u>Is this normal?</u> [True or false myth busting about puberty] <u>Dear Ash</u> [Not keeping secrets and telling an adult about worries] <u>Making babies</u></p>
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		<p>[appropriate and inappropriate touches and what to do about them]</p> <p><u>It's a puzzle</u></p> <p>[Cyber safety – who are you meeting online, grooming and impersonation].</p>		<p>[Further discussion of alcohol in society, its social norms and risks]</p> <p><u>Joe's story (part 1)</u></p> <p><u>Joe's story (part 2)</u></p> <p>[2-part lesson looking at the risks of alcohol and cigarettes in adolescence and planning for a happy, healthy future.]</p>			<p>[Science curriculum facts of human reproduction. Vocab used Sperm, egg, ovum ovary, erection, ejaculation, penetration, fertilise, conception]</p>
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Appendix 2: Statutory Requirements: 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

TOPIC	PUPILS SHOULD KNOW
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
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 values 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 values 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

TOPIC	PUPILS SHOULD KNOW
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 RHSE

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			
HT (or delegated proxy) signature			

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	