

# Primary RSE Policy

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**Article 16 (Right to privacy):** Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.

**Article 17 (Access to information; mass media):** Children have the right to get information that is important to their health and well-being.

**Article 24 (Health and health services):** Children have the right to good quality health care – the best health care possible – to safe drinking water, nutritious food, a clean and safe environment, and information to help them stay healthy.

**Article 29 (Goals of education):** Children’s education should develop each child’s personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.

**Article 34 (Sexual exploitation):** Governments should protect children from all forms of sexual exploitation and abuse

## OUR PURPOSE

We educate pupils so they can lead great lives.

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## 1. Aims

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

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

## 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](#).

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](#). The Education Act 2002 sets out the statutory duties which all schools, including academies, are required to meet:

*'Every state-funded school must offer a curriculum which is balanced and broadly-based and which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society -prepares pupils at the school for the opportunities, responsibilities and experiences of later life.'*

The Education Act 1996, as amended by the Learning and Skills Act 2000, requires headteachers and governing bodies to have regard to national guidance on Sex and Relationships Education in schools and to protect children from unsuitable teaching and materials. Under the Children Act 2004 schools have a duty to promote the well-being of their pupils and good quality RSE contributes to this duty. Further, we recognise that as a school we have a responsibility under The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education.

By the end of Primary school pupils should know:

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

	<ul style="list-style-type: none"> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
<b>Online relationships</b>	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

RSE is now statutory in all schools. The law requires that Relationships and Sex Education (RSE) is to be taught in all secondary schools in England, and that Relationships Education is to be taught in all primary schools in England. Primary schools are also required to teach the elements of sex education contained in the science curriculum, and Health Education will also be mandatory in all Government-funded schools, which includes content on puberty. Education South West Primary Schools teach RSE as set out in this policy. This policy also complies with the terms of our funding agreement.

### 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. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

### 4. Definition

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

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

RSE is not about the promotion of sexual activity.

### 5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. We have developed the curriculum in consultation with parents, pupils and staff, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

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

For more information about our curriculum, see our RSE Scheme of Work from the PSHE Association, and overall content of Relationships Education in Appendices 1 & 2.

## **6. Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum.

Biological aspects of RSE are taught as part of the science curriculum.

Relationships education is taught between year 1 and 6, and focuses on teaching the fundamental building block and characteristic of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Pupils in years 4, 5 and 6 will learn about body changes and puberty.

In addition to this, year 6 pupils will learn the term 'sexual intercourse' and that it is a way in which people in loving and consensual relationships show love for one another and how a baby is conceived.

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 hold the headteacher to account for the implementation of this policy.

### **7.2 The Headteacher/ Head of School**

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

### **7.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE
- 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.

### **7.4 Pupils**

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

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

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

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

Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the headteacher/ head of school. Alternative work will be given to pupils who are withdrawn from sex education.

### **9. Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. The headteacher/ head of school will also invite visitors from outside the school, such as school nurses to provide support and training to staff teaching RSE.

### **10. Monitoring arrangements**

The delivery of RSE is monitored by the PSHE Lead and the Headteacher through: Learning walks during session delivery, speaking to staff and pupils. Pupils' development in RSE is monitored by class teachers. This policy will be reviewed biannually. At every review, the policy will be approved by Head Teacher and Governors.

## **Appendix 1:** Scheme of Work

### **INTRODUCTION**

These lessons contribute to the curriculum for PSHE education, as set out in the [PSHE Association Programme of Study for PSHE education](#). Signposted by the Department for Education, the PSHE Association's Programme of Study outlines learning opportunities in three core themes: Health & Wellbeing, Relationships, and Living in the Wider World. For a detailed overview of how these lessons link to the Programme of Study, see Appendix 2.

### **OVERVIEW OF THE LESSONS**

KEY STAGE ONE (YEAR 1 OR YEAR 2)

#### **My special people**

This lesson focuses on early learning about healthy, happy relationships, which is later built on in key stage 2. This lesson is based on a story, *Grandfather and I* by Helen E. Buckley, (an alternative story can be used if preferred). Pupils explore the ways the characters in the story care for each other and what makes them special. In addition, pupils think about the special people in their own lives, friendship, family and what it means to care for each other.

#### **Growing up: the human life cycle**

This lesson introduces the concept of the human life cycle. Pupils begin to understand how we grow and change as we get older. The lesson focuses on young children growing and changing (puberty is not mentioned until key stage 2). Pupils compare the differences between a baby and a child—what they look like and what they can do. The focus is on becoming independent; how we look after ourselves and each other as we grow, and some of the feelings that accompany the process of growing up.

#### **Everybody's body**

Pupils may have been using a variety of different words to name the male and female genitalia/ sex parts, but this lesson directly teaches the correct terminology. It is important for younger pupils to know how to name their body parts correctly as this contributes to safeguarding, helping them to take care of their bodies and keep themselves safe. This is built on later in key stage 2, when pupils learn about puberty and the changes when growing from children to adults. It is suggested that this lesson is taught within the context of other learning about similarities and differences (e.g. growing and changing, people and animals). This lesson also begins to address the issue of gender stereotypes.

KEY STAGE TWO (YEAR 3 OR YEAR 4)

#### **What makes a good friend?**

This lesson builds on pupils' learning from key stage one about special people and extends their learning about their close networks and friendships. The focus is on the qualities of being a good friend and the importance of friendship in all our lives. This lesson will help to develop pupils' understanding of positive, healthy relationships, and is written at a level appropriate for pupils in year 3 or 4. This concept is re-visited in upper key stage two.

#### **Falling out with friends**

This lesson follows on from the previous lesson - What makes a good friend? Sometimes, even good friends have disagreements or 'fall out' – it is important that pupils learn that there are ways to manage this if it happens to them. Pupils should understand that a quarrel does not always mean the end of a friendship and that there are things they can do that might help to mend or strengthen

their friendship. To further develop their understanding, pupils explore strategies they can use to try to solve problems that can arise in friendships and to seek help if they need it.

KEY STAGE TWO (YEAR 4 OR YEAR 5)

### **PUBERTY LESSONS 1-4**

#### **Time to change**

The first lesson focuses on some of the external changes that happen to the body.

#### **Menstruation and wet dreams**

The second lesson focuses in more detail on some of the external and internal changes that happen to the human body.

#### **Physical hygiene**

This lesson helps pupils to recognise the importance of personal hygiene during puberty, and to consider some of the questions young people may have about the physical changes at puberty.

#### **Emotions and feelings**

This lesson focuses in more detail on some of the emotional changes that may take place during puberty and outlines some of the changes that may occur in friendships and other relationships. It teaches pupils where and how to get help and support.

KEY STAGE TWO (YEAR 6)

### **Puberty: re-cap and review**

This lesson has been designed to consolidate pupils' previous learning about puberty and is specifically aimed at year 6 pupils. Pupils should have already learned about puberty in year 4 or year 5, but this lesson gives them the opportunity to recap and review their understanding of puberty, before introducing lessons on how babies are made. It will also allow pupils to revisit key vocabulary used in later lessons.

### **Puberty: change and becoming independent**

This lesson extends pupils' thinking about puberty and the concept of change throughout our lives.

It explores in more detail, some of the feelings associated with change. It helps pupils to consider changes that might occur alongside puberty, including moving to secondary school and the new roles and responsibilities that this might bring.

### **Positive, healthy relationships**

Increasing pupils' understanding of what is meant by a positive, healthy and loving relationship is an important part of safeguarding their health and wellbeing. This lesson looks at different kinds of relationships, and the values, expectations and responsibilities within healthy, positive relationships. The lesson also explores some ways that changing relationships can be managed—ensuring behaviour is respectful, even when things do change.

### **How babies are made**

By year 6, it is likely that pupils will have some idea about how babies are made through sexual intercourse. Although it is possible they may have some misconceptions, very few pupils will still believe myths or make-believe stories. Having an understanding of what is meant by sex is an

important foundation for the RSE they will receive at secondary school. This lesson emphasises that having sexual intercourse or the decision to have a baby is something for when they are much older. It also emphasises the importance of consent in this context. The lesson enables pupils to reflect on the values and responsibilities within healthy adult relationships and is therefore set clearly within RSE— as part of the wider PSHE education curriculum.

**For an overview of the learning objectives and intended learning outcomes for each lesson: see Appendix 1**

#### USEFUL WEBSITES

- [www.childline.org.uk](http://www.childline.org.uk)
- [www.nspcc.org.uk](http://www.nspcc.org.uk)
- [www.nhs.uk/Livewell/puberty/Pages/Pubertyinfoforchildren.aspx](http://www.nhs.uk/Livewell/puberty/Pages/Pubertyinfoforchildren.aspx)
- [www.kidshealth.org/kid/](http://www.kidshealth.org/kid/)
- [www.bbc.co.uk/education/topics/z3xxsbk](http://www.bbc.co.uk/education/topics/z3xxsbk)
- [www.thinkuknow.co.uk/](http://www.thinkuknow.co.uk/)

#### USEFUL DOCUMENTS

- DfE statutory guidance on SRE: [Sex and Relationships Guidance](#), DfE July 2000\*
- Additional guidance, published by the PSHE Association, Sex Education Forum and Brook: [Sex and Relationships Education \(SRE\) for the 21st Century](#), February 2014
- Sex Education Forum's 12 principles of effective RSE

#### Overview of lessons – learning objectives and intended learning outcomes:

<b>Lesson:</b>	<b>Learning objectives We are learning:</b>	<b>Intended learning outcomes We can:</b>
Year 1 or 2 <i>My special people</i>	<ul style="list-style-type: none"> <li>• about the special people in our lives and how we care for one another</li> </ul>	<ul style="list-style-type: none"> <li>• identify our own special people</li> <li>• explain what makes them special to us and why they are important in our lives</li> <li>• describe the different ways our special people care for us</li> <li>• recognise how we can care for them in return</li> </ul>
Year 1 or 2 <i>We are growing: human life cycle</i>	<ul style="list-style-type: none"> <li>• about how we change as we grow</li> </ul>	<ul style="list-style-type: none"> <li>• recognise the main stages of the human life cycle (baby, child, adult)</li> <li>• recognise that the process of growing takes time and describe what changes when people grow from young to old</li> <li>• identify ways we are more independent now than when we were younger</li> <li>• describe our feelings about growing and changing</li> </ul>
Year 1 or 2 <i>Everybody's body</i>	<ul style="list-style-type: none"> <li>• about the differences and similarities between people</li> </ul>	<ul style="list-style-type: none"> <li>• describe similarities and differences between ourselves and others</li> <li>• challenge simple stereotypes about boys and girls</li> <li>• recognise and use the correct names for main parts of the body</li> </ul>

Year 3 <i>What makes a good friend?</i>	<ul style="list-style-type: none"> <li>about friendship – why it is important and what makes a good friend</li> </ul>	<ul style="list-style-type: none"> <li>recognise the different types of friendships that are important to us (eg: family, friends, groups we belong to, neighbours)</li> <li>explain why friendship and having friends is valuable</li> <li>identify how friends show they care for and value each other</li> <li>describe what makes a good friendship and what is most important in a friendship</li> </ul>
Year 3 <i>Falling out with friends</i>	<ul style="list-style-type: none"> <li>how to maintain good friendships</li> <li>about solving disagreements and conflict amongst themselves and their peers</li> </ul>	<ul style="list-style-type: none"> <li>identify what helps maintain friendships</li> <li>describe feelings when disagreements and conflict occur</li> <li>identify what can help and not help if there are friendship problems</li> <li>demonstrate strategies for solving arguments with peers</li> </ul>
Year 4 or 5 <i>Puberty: time to change</i>	<ul style="list-style-type: none"> <li>about some of the physical changes experienced during puberty</li> </ul>	<ul style="list-style-type: none"> <li>identify some of the physical changes that happen to bodies during puberty</li> <li>explain that puberty begins and ends at different times for different people</li> <li>use scientific vocabulary for external male and female body parts/genitalia</li> </ul>
Year 4 or 5 <i>Puberty: menstruation and wet dreams</i>	<ul style="list-style-type: none"> <li>about the physical changes that happen to males and females during puberty</li> </ul>	<ul style="list-style-type: none"> <li>use to use scientific vocabulary for external and internal male and female body parts/genitalia</li> <li>explain what happens during menstruation (periods)</li> <li>explain what is meant by ejaculation and wet dreams</li> </ul>
Year 4 or 5 <i>Puberty: personal hygiene</i>	<ul style="list-style-type: none"> <li>about the importance of personal hygiene during puberty</li> <li>to respond to questions about puberty</li> </ul>	<ul style="list-style-type: none"> <li>explain how and why it is important to keep clean during puberty</li> <li>describe ways of managing physical change during puberty</li> <li>respond to questions and give advice to others about puberty</li> </ul>
Year 4 or 5 <i>Puberty: emotions and feelings</i>	<ul style="list-style-type: none"> <li>how and why emotions may change during puberty</li> <li>about getting appropriate help, advice and support about puberty</li> </ul>	<ul style="list-style-type: none"> <li>describe how emotions and relationships may change during puberty</li> <li>know where we can get the help and support we need in relation to puberty</li> </ul>
Year 6 <i>Puberty: recap and review</i>	<ul style="list-style-type: none"> <li>more about the changes that happen at puberty (recap from year 4 or 5)</li> </ul>	<ul style="list-style-type: none"> <li>describe the physical and emotional changes that occur during puberty and how to manage these</li> <li>identify myths and facts about puberty, and what is important for a young person to know</li> <li>demonstrate how to begin conversations (or ask questions) about puberty with people that can help us</li> </ul>
Year 6 <i>Puberty: change and becoming independent</i>	<ul style="list-style-type: none"> <li>about managing change - new roles and responsibilities as we grow up</li> </ul>	<ul style="list-style-type: none"> <li>describe some changes that happen as we grow up</li> <li>identify the range of feelings associated with change, transition to secondary school and becoming more independent</li> <li>describe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities</li> </ul>

<p>Year 6 <i>Positive and healthy relationships</i></p>	<ul style="list-style-type: none"> <li>• about what constitutes a positive, healthy relationship</li> <li>• that relationships can change over time</li> </ul>	<ul style="list-style-type: none"> <li>• describe some changes that happen as we grow up</li> <li>• identify the range of feelings associated with change, transition to secondary school and becoming more independent</li> <li>• describe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities</li> </ul>
<p>Year 6 <i>How babies are made</i></p>	<ul style="list-style-type: none"> <li>• about adult relationships and the human life cycle</li> <li>• about human reproduction (how a baby is made and how it grows)</li> </ul>	<ul style="list-style-type: none"> <li>• identify the links between love, committed relationships / marriage and conception</li> <li>• explain what sexual intercourse is and explain that this may be one part of an intimate relationship between consenting adults</li> <li>• explain what pregnancy means, how long it lasts and where it occurs i.e.: that a baby is made when a sperm (male) meets an egg /ovum (female) and then the fertilised egg settles into the lining of the uterus (or womb) (female)</li> </ul>

**Appendix 2:** References to the PSHE Association Programme of Study

<b>Lesson</b>	<b>Core theme 1: Health and Wellbeing</b>	<b>Core theme 2: Relationships:</b>	<b>Core theme 3: Living in the wider world</b>
Year 1 or 2 <i>My special people</i>		<b>R9.</b> to identify their special people (family, friends, carers), what makes them special and how special people should care for one another	
Year 1 or 2 <i>We are growing : human life cycle</i>	<p><b>H8.</b> about the process of growing from young to old and how people's needs change</p> <p><b>H9.</b> about growing and changing and new opportunities and responsibilities that increasing independence may bring</p>		
Year 1 or 2 <i>Everybody's body</i>	<p><b>H10.</b> the names for the main parts of the body (including external genitalia) the bodily similarities and differences between boys and girls</p> <p><b>H16.</b> what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy</p>	<b>R9.</b> to identify and respect the differences and similarities between people	<p><b>L8.</b> ways in which they are all unique; understand that there has never been and will never be another 'them'</p> <p><b>L9.</b> ways in which we are the same as all other people; what we have in common with everyone else</p>
Year 3 <i>What makes a good friend?</i>		<b>R2.</b> to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships	
Year 3 <i>Falling out with friends</i>		<p><b>R2.</b> to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p><b>R12.</b> to develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and to support others to benefit themselves</p>	

<p>Year 4 or 5 <i>Puberty: time to change</i></p> <p><i>Puberty: menstruation and wet dreams</i></p>	<p><b>H8.</b> about change</p> <p><b>H18.</b> how their bodies will, and emotions may, change as they approach and move through puberty</p> <p><b>H23.</b> about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</p>	<p><b>R8.</b> to identify and respect the differences and similarities between people</p> <p><b>R13.</b> that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</p>	
<p>Year 4 or 5 <i>Puberty: menstruation and wet dreams</i></p>	<p><b>H8.</b> about change</p> <p><b>H18.</b> how their bodies will, and emotions may, change as they approach and move through puberty</p> <p><b>H20.</b> about taking care of their body</p>	<p><b>R7.</b> to offer constructive support and feedback to others</p>	<p><b>L1.</b> to discuss topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people</p>
<p>Year 4 or 5 <i>Puberty: personal hygiene</i></p>	<p><b>H6.</b> to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p> <p><b>H7.</b> to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p>		
<p>Year 4 or 5 <i>Puberty: emotions and feelings</i></p>	<p><b>H6.</b> to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p> <p><b>H7.</b> to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p>	<p><b>R2.</b> to recognise that their behaviour can affect other people</p>	
<p>Year 6 <i>Puberty: recap and review</i></p>	<p><b>H8.</b> about change</p> <p><b>H18.</b> how their bodies will, and emotions may, change as they approach and move through puberty</p> <p><b>H20.</b> about taking care of their body</p>		

<p>Year 6 <i>Puberty: change and becoming independent</i></p>	<p><b>H11.</b> to recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p> <p><b>H18.</b> how their body will, and their emotions may, change as they approach and move through puberty</p>		<p><b>L7.</b> that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities</p>
<p>Year 6 <i>Positive and healthy relationships</i></p>		<p><b>R2.</b> to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p><b>R4.</b> to recognise different types of relationship, including those between acquaintances, friends, relatives and families</p> <p><b>R5.</b> that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</p> <p><b>R19.</b> that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership</p>	
<p>Year 6 <i>How babies are made</i></p>	<p><b>H19.</b> about human reproduction</p>	<p><b>R2.</b> Pupils should have the opportunity to learn to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p>	

**Appendix 3:** references to National Curriculum Science (2014)

<b>Lesson / Suggested year group/s</b>	<b>National Curriculum Science - Programmes of Study</b>	<b>Statutory requirements:</b>	<b>Non-statutory notes and guidance</b>
<b>We are growing: human life cycle</b> KS1: Year 1 or 2	Year 2: Animals, including humans	Pupils should be taught to notice that animals, including humans, have offspring which grow into adults	<i>They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils recognise growth; they should not be expected to understand how reproduction occurs. Growing into adults can include references to baby, toddler, child, teenager, adult.</i>
<b>Everybody's body</b> KS1: Year 1 or 2	Year 2: Animals, including humans	Pupils should be taught to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with which sense	<i>Have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes</i>
<b>Puberty Lessons 1-4</b> KS2: Year 4 or 5	Year 5: Animals, including humans	Pupils should be taught to describe the changes as humans develop to old age	<i>They should learn about the changes experienced in puberty.</i>
<b>How babies are made</b> KS2: Year 6	Year 6: Evolution and inheritance	Pupils should be taught that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents	

**Appendix 4:** 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	