



HEARTS ACADEMY TRUST

Relationships and sex education policy

Hilltop Junior School



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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

HEARTS Trust is committed to providing a happy, caring and safe learning environment for all where everyone feels valued and grows in confidence and independence. We want young people to flourish and to gain every opportunity to live fulfilled lives.

Relationships and sex education (RSE) in our school plays an important contribution to this and, as with all our curriculum, it is underpinned by our values. We aim to build children's self-esteem through developing a positive self-image and helping children to understand the value of making and maintaining healthy, caring relationships. Our RSE curriculum emphasises the importance of respect for all and supports children in taking responsibility for their own wellbeing and health.

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](#).

As a Trust, we offer all pupils a broad and balanced curriculum that is similar to the National Curriculum. We therefore include all the elements of sex education within the unit 'Living things and their habitats' as part of our Science Curriculum and as laid out in the Programmes of Study, 2013.

In teaching RSE, we are required by our funding agreements to have regard to <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-andhealth-education> issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Hilltop Junior School we teach RSE as set out in this policy.

3. Policy development

This policy was developed with the following stakeholders:

- Trustees
- Local advisory boards
- Staff
- Parents
- Pupils
- PSHE association

4. Definition

RSE is about the emotional, social and cultural development of pupils as appropriate for their age, 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

Through a curriculum driven by HEARTS values we aim to ensure that all pupils are taught the knowledge and life skills they will need to stay safe and develop healthy, loving and supportive relationships, particularly with the challenges of growing up in the online world.

Our curriculum is set out as per Appendix 1 (Progression Map) and is reviewed annually. Any amendments are made in consultation with relevant government guidance and parents/carers.

For more information about our curriculum, see Appendix 2 (Curriculum map).

We have developed the curriculum in consultation with parents, pupils and staff, 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 appropriate manner so they are fully informed and don't seek answers online. Staff will try to answer children's questions as honestly and openly as possible, taking into account the child's age and level of understanding. Questions that pupils ask may relate to:

- Worries about changes during puberty
- Contraception
- Sexually transmitted infections
- Same sex relationships
- Online activity, sexting and sexual exploitation

This is not an exhaustive list.

Sometimes it may be appropriate to defer answering a question asked in class until later, in which case the response could be ‘That’s a hard question – give me a little while to think about it and I’ll come back to you’. Sometimes it may be appropriate to make parents aware of a question that has been asked so that they can take up the issue at home if they wish.

Primary sex education will focus on:

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

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are also taught within the science curriculum, and other aspects are included in religious education (RE). Computing also strongly supports the teaching of online safety having strong links with our RSE curriculum. Our class and whole school assemblies support alongside discrete lesson with the teaching and learning of RSE.

RSE must be accessible, differentiated and personalised for all children including those with SEND. This means that the teaching of RSE at Hilltop Junior school must be flexible allowing us to meet the specific needs of children at different developmental stages (Health and Care Plans may be a useful source of information). This may mean that some children are taught in smaller groups, additional adult support is needed or parents may need to have a greater involvement.

Teachers will be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND.

We are mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice, when preparing these subjects for those with SEND.

Pupils will also receive stand-alone sex education lessons that will be delivered by their class teacher. These will be delivered using a range of teaching strategies including, but not limited to, practical activities, video clips, discussion sessions and written tasks. Where applicable, and only when appropriate (i.e. pupils with SEND and/or SEMH needs), further pastoral support and/or small group teaching may be deployed.

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

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

› Aspects of sex education as identified above

- Sex Education (discrete lessons) also include:
 - Conception and birth in humans
 - Understanding that sex or making love may be one part of an intimate relationship between adults.
 - Health and hygiene during puberty

For more information about our RSE curriculum, see Appendices 1 and 2.

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).

Equalities

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. We have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive SRE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect.

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. We always challenge homophobic behaviour for example using the word 'gay' in a derogatory way. We talk about relationships in terms of who you fall in love with and explain that boys can fall in love with boys and girls can fall in love with girls and this is called gay or lesbian. It is our aim to represent different families and that some children have a mum and a dad as their parents; some children have just a mum or a dad; some children have two mums and some have two dads and some have carers or guardians. That will mean that younger children can develop their knowledge and understanding of relationships in an inclusive way, including the fact that people come from many different types of families.

7. Roles and responsibilities

7.1 The Trustees

The trustees will approve the RSE policy, and hold the Executive team and heads of school to account for its implementation.

7.2 The head of school

The Head of School 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 All 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 Head of School

All class teachers are responsible for teaching RSE at Hilltop Junior School. They will be supported by the PSHE subject leader, the schools leadership team as well as the schools pastoral team, comprised of the SENCO, SENCO Assistant and the Learning Mentor to support key pupils as needed.

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 **as it is a statutory and compulsory component of the curriculum.**

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 3 of this policy and addressed to the Head of School.

Alternative work will be given to pupils who are withdrawn from sex education. Children will join another class/year group during this time.

9. Training

Staff are trained on the delivery of RSE as part of their ongoing professional development and it is included in our continuing professional development calendar.

The Head of School will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by senior leaders/Head of School/ PSHE lead through:

- › Lesson dips, monitoring of pupils' work, discussions with pupils, discussions with parents, ongoing training, monitoring of planning and curriculum reviews.
- › Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.
- › This policy will be reviewed by the school and trust every 3 years. At every review, the policy will be approved by the board of trustees.

Appendix 1: Progression Map

PSHE Curriculum	EYFS	KS1	LKS2	UPKS2
Listening & Expressing Views	<p>With support begin to express own ideas</p> <p>Listens and responds to ideas and opinions shared by others.</p>	<p>Share views and opinions in a small group listening to the ideas of other group members and begin to share within whole-class setting</p> <p>Listen to other people and play and work cooperatively. (including strategies to resolve simple arguments through negotiation) <i>From RSE –Caring Friendships</i></p> <p>Learn about the conventions of courtesy and manners* <i>From Respectful Relationships (N) - Implicit within many learning opportunities in the programme of study</i></p>	<p>Know how to communicate their opinions in a group setting</p> <p>Work co-operatively, showing fairness and consideration to others</p> <p>Listen to and show consideration for other people's views</p> <p>Begin to take the lead, prioritise actions and work independently and collaboratively towards goals</p>	<p>Justify views whilst showing respect for the views of others</p> <p>Engage in informed debate and articulate an argument</p> <p>Listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns</p> <p>Recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view</p>
Physical Health and Mental Wellbeing				
Mental wellbeing	<p>Confident to speak to others about own needs, wants and opinions.</p> <p>Can describe self in positive terms and talk about abilities.</p>	<p>Communicate their feelings to others, to recognise how others show feelings and how to respond.</p> <p>Learn about people who look after them, their family networks, who to go to if they are worried and how to attract attention</p>	<p>To become more self-aware: know how to judge how they are feeling and how they are behaving is appropriate and proportionate</p> <p>Know the 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>Know how and when to seek support including which adults to speak to in school if they are worried about their mental health</p> <p>Develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures</p>
Internet Safety and Harms	<p>Practices some appropriate safety measures.</p>	<p>Online Relationships V-.Identify strategies of keeping safe online- CCL links with Computing lessons and schools individual E-safety rules.</p> <p>Know rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety.</p>	<p>Online Relationships V-.Know the rules and principles for keeping safe online and how to recognise risks, harmful content and contact and how to report them</p> <p>Use ICT safely including keeping electronic data secure. Know how information and data is shared and used online.</p>	<p>To know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</p> <p>Discuss the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</p>

			Know why some social media and games/online gaming are age restricted	
Physical Health and fitness	Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.	Make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.	Explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle Discuss how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'	Know about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact and develop the skills and strategies required to get support if they have fears for themselves or their peers Know what positively and negatively affects their physical, mental and emotional health
Healthy Eating	Eats a healthy range of foodstuffs and understands the need for variety in food.	Know what constitutes to a healthy diet, including the benefits or physical activity, rest, healthy eating and dental hygiene. Learn to make simple choices that improve their health and well-being e.g. healthy eating	Know about and understand the function of different food groups for a balanced diet	Develop an awareness of own dietary needs Know about the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)
Drugs, Alcohol and Tobacco		Understand that household products, including medicines, can be harmful if not used properly. Recognise that some substances can help or harm the body Learn about the importance of medicine safety		Identify different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of substances can have on individuals, their families and friends Learn to make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs
Health and Prevention	Manage own basic hygiene and personal needs successfully, including dressing and going to the toilet. Know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe.	Know what constitutes to a healthy diet, including the benefits or physical activity, rest, healthy eating and dental hygiene. Know the importance of, and how to, maintain personal hygiene. Know how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading.	Know that bacteria and viruses can affect health and that following simple routines can reduce their spread Know the importance of sufficient good sleep quality for good health. Know that lack of sleep can affect weight, mood and the ability to learn	To know about the basic synergy between physical, emotional and mental health Know how to recognise early signs of illness, such as weight loss, or unexplained changes to the body Know how and when to seek support including which adults they can talk to in school if they are worried about their health
Basic First Aid	Shows understanding of the need for safety when tackling new challenges and considers and manages some risks.	Learn about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.	Take responsibility for their own safety and the safety of others and be able to seek help in an emergency Know when and how to make an emergency call	Know the school rules about health and safety, basic emergency aid procedures, where and how to get help

		Be aware of the school rules about health and safety, basic emergency aid procedures where and how to get help		Know concepts of basic first-aid, for example dealing with common injuries, including head injuries
Living in the Wider World				
	<p>Play co-operatively, taking turns with others.</p> <p>Show sensitivity to others' needs and feelings and form positive relationships with adults and other children.</p> <p>Talk about how they and others show feelings, talk about their own and others' behaviour and its consequences and know that some behaviour is unacceptable. Work as part of a class or group and understand and follow the rules.</p>	<p>Understand the why we have rules / expectations</p> <p>Know that everyone has a responsibility to consider the needs of others</p> <p>Understand that people and other living things have needs and that they have responsibilities to meet them</p> <p>Understand that they belong to various groups and communities</p> <p>Begin to understand the role of money in our society</p>	<p>Understand why rules are needed in different situations</p> <p>Understand why it is important to behave responsibly and think of potential consequences of actions</p> <p>Know and understand the terms 'discrimination' and 'stereotype'</p> <p>Challenge stereotypes relating to gender and work</p> <p>Learn about and reflect on their own spending habits and choices</p> <p>To understand why financial management and planning is important from a young age</p>	<p>Understand why structure is needed and understand the implications of living in an anarchic society</p> <p>Understand the importance and significance of equal rights</p> <p>Understand the benefits of living in a diverse community and learn to celebrate diversity</p> <p>Know about budgeting and what it means. Make connections between their learning, the world of work and their future economic wellbeing</p> <p>Learn about gender discrimination and its impact</p> <p>Show initiative and take responsibility for activities that develop enterprise capability – know the principles of enterprise and understand profit and loss.</p>

Relationships Education – Statutory Content				
	EYFS	KS1	LKS2	UKS2
	<p>40-60 Confident to speak to others about own needs etc.</p>	<p>C. Identify and respect the differences and similarities between people including families</p> <p>A. Identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</p> <p>Understand that they belong to different groups and communities such as family and school.</p>	<p>Recognise different types of relationships, including those between acquaintances, friends, relatives and families</p> <p>F. Recognise ways in which a relationship can be unhealthy and whom to talk to if they need support. Learn how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needs</p> <p>C. Others' families, either in school or in the wider world, sometimes look different from their</p>	<p>E. That marriage (and civil partnership) represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p><i>Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.</i></p> <p>Relationships can change as a result of growing up</p>

<p>Families and people who care for me</p>		<p>B. The people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</p> <p>F. Recognise what is fair and unfair, kind and unkind, what is right and wrong.</p>	<p>family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p>D. 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</p>	<p>A. Families are important for growing up because they can give love, security and stability.</p> <p>B. 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</p>
<p>Caring Friendships</p>	<p>40-60 Understands that own actions affect other people.</p> <p>ELG Children talk about how they and others show feelings, talk about their own and other's behaviour, and its consequences, and know that some behaviour is unacceptable.</p>	<p>About different types of teasing and bullying, to understand that these are wrong and unacceptable.</p> <p>K. Recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.</p> <p>J. Identify their special and trusted people (e.g. family, friends, carers), what makes them special and how special people should care for one another</p> <p>J. Recognise what is fair and unfair, kind and unkind, what is right and wrong and how to judge when a friendship is making them unhappy or uncomfortable</p> <p>People's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p>	<p>G. How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>J. 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</p> <p>J. Talk about which sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>I. Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>J. Continue to recognise who to trust and who not to trust within their ever-widening world and experiences</p>	<p>I. Recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p> <p>I. Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>H. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>J. Develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and seek help or advice from others if needed</p> <p>J. Continue to recognise who to trust and who not to trust within their ever-widening world and experiences</p>

<p>Respectful Relationships</p>	<p>40-60 Understands that own actions affect other people.</p> <p>ELG Children talk about how they and others show feelings, talk about their own and other's behaviour, and its consequences, and know that some behaviour is unacceptable.</p>	<p>People and other living things have rights and that everyone has responsibilities to protect those (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)</p> <p>Recognise different types of teasing and bullying, to understand that that these are wrong and unacceptable. Knows strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</p> <p>L. Identify and respect the differences and similarities between people</p> <p>P. That in school and in the 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</p>	<p>Q. Can recognise the difference between isolated hostile incidents and bullying</p> <p>Q. Recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying</p> <p>L. 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</p> <p>Recognise and challenge stereotyping and discrimination</p> <p>Judge what kind of physical contact is acceptable or unacceptable in relationships</p>	<p>M. Recognise how new relationships may develop as they grow older. Know practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>S. The importance of permission-seeking and giving in relationships with friends, peers and adults <i>CCL computing</i></p> <p>R. What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>Q. About different types of bullying (including cyberbullying <i>CCL computing</i>), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p> <p>O. The importance of self-respect and how this links to their own happiness</p>
<p>Online Relationships</p> <p>CLL – Computing</p>	<p>40-60 Confident to speak to others about own needs etc.</p> <p>ELG Say when they do or don't need help</p>	<p>V. Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety</p> <p>Recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes' 'no' 'I'll ask' and 'I'll tell'</p> <p>What is meant by privacy: their right to keep things private; the importance of respecting others privacy</p> <p><i>Being Safe (Z)</i> Understands the difference between secrets and surprises (that everyone will find out about it eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid</p>	<p>T. That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships online</p> <p>V. Has strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p> <p>Can talk about the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>X. How information and data is shared and used online CLL – Computing</p>	<p>W. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>The internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</p> <p>Recognise how images in the media (and online) do not always reflect reality</p> <p>U. 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</p> <p>X. How information and data is shared and used online</p>

<p>Being Safe</p>	<p>Know the PANTS rule – NSPCC</p> <p>40-60 Confident to speak to others about own needs etc.</p> <p>ELG Children are confident to speak in a familiar group.</p>	<p>AA. Begin to learn about what kind of physical contact is acceptable</p> <p>Know the PANTS rule – NSPCC</p> <p>Comfortable, unacceptable and uncomfortable and how to respond.</p> <p>BB. How to stay safe around adults that they do not know including strangers online</p> <p>CC/DD Know and identify people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</p> <p>DD. Communicate their feelings to others.</p> <p>Identify good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.</p>	<p>AA. About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact</p> <p>BB. How to respond safely and appropriately to adults they may encounter (in their ever-expanding contexts, including online) whom they do not know.</p> <p>AA. That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>CC. How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable</p> <p>CC. How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>DD. The 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>Z. The concept of privacy including ‘keeping something confidential or secret’, when they should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’ if they relate to being safe</p>	<p>Y. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>BB. Continue to know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>Z. Understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</p> <p>DD/FF. How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>EE. How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p>
<p>Non-Statutory Sex Education</p>			<p>*The following 2 statements are lessons taken from the Changing Adolescent body unit in 3D PSHE :</p> <p>Understand that the rate at which we grow differs from person to person.</p> <p>Show awareness of changes that will take place as they grow - how their body will, and their emotions may, change as they approach and move through puberty.</p> <p>We will also teach:</p>	<p>*The first 2 statements are lessons taken from the Changing Adolescent body unit in 3D PSHE:</p> <p>Manage changing emotions and recognise how they can impact on relationships</p> <p>Understand the physical and emotional changes that take place during puberty, why they are taking place and the importance of personal hygiene</p> <p>As set out in our policy currently, we will also teach:</p> <p>Preparing boys and girls for the changes that adolescence brings</p>

			<p>Know the differences between a male and female body (external body parts).</p> <p>Identify and use the scientific names for the different body parts (external body parts).</p> <p>Understand that as we get older our bodies change (puberty) and that this happens at different rates from person to person.</p> <p>Understand that there are emotional as well as physical changes that take place during puberty and that their emotions may change.</p> <p>Understand that body changes at puberty are linked to human reproduction.</p>	<p>How a baby is conceived and born</p> <p>Understand that everyone's experience of puberty is different and that it begins and ends at different time.</p> <p>Identify the physical changes associated with puberty.</p> <p>Understand and know how to manage the changing physical and emotional changes they go through in puberty and recognise how these can impact on relationships.</p> <p>Can name and label the reproductive organs and use scientific names when discussing body parts.</p> <p>Can use appropriate language to discuss puberty and growing up with confidence.</p> <p>Can explain how changes at puberty affect body hygiene and say how to care for their bodies during puberty.</p> <p>Understand the importance of personal hygiene during puberty and how to manage this.</p> <p><u>Year 6 Only</u></p> <p>Understand that sex, or making love, may be one part of an intimate relationship between adults.</p> <p>Know the key male and female body parts associated with conception and pregnancy.</p> <p>Know how a baby is conceived and born.</p> <p>Know what pregnancy is, where it occurs and how long it takes.</p>
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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	Summer	<p>My changing body:</p> <ul style="list-style-type: none"> • How boys’ and girls’ bodies change as we grow up, and how these changes affect us <p>Know the differences between a male and female body (external body parts).</p> <p>Identify and use the scientific names for the different body parts (external body parts).</p> <p>Understand that as we get older our bodies change (puberty) and that this happens at different rates from person to person.</p>	<p>Pictures of male and female bodies to label.</p> <p>Images to show the human body (male and female) in different life stages.</p> <p>Image of the human life cycle</p>
Year 4	Summer	<p>Year 3 content, plus:</p> <p>Understand that there are emotional as well as physical changes that take place during puberty and that their emotions may change.</p> <p>Understand that body changes at puberty are linked to human reproduction.</p>	<p>Pictures of male and female bodies to label.</p> <p>Images to show the human body (male and female) in different life stages.</p> <p>Image of the human life cycle</p> <p>Fran and Josh’s story – Puberty (discusses physical and emotional changes)</p> <p>https://www.youtube.com/watch?v=A6ngtbdh0Po (First part of video only up to periods)</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	Summer	<p>Puberty – Menstrual cycle, wet dreams, hygiene and emotions.</p> <p>Understand that everyone’s experience of puberty is different and that it begins and ends at different time.</p> <p>Can identify the physical changes associated with puberty.</p> <p>Understand and know how to manage the changing physical and emotional changes they go through in puberty and recognise how these can impact on relationships.</p> <p>Can name and label the reproductive organs and use scientific names when discussing body parts.</p> <p>Can use appropriate language to discuss puberty and growing up with confidence</p> <p>Can explain how changes at puberty affect body hygiene and say how to care for their bodies during puberty.</p> <p>Understand the importance of personal hygiene during puberty and how to manage this.</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6 only	Summer	<p>Primary Sex Education will focus on:</p> <ul style="list-style-type: none"> ➤ Preparing boys and girls for the changes that adolescence brings. ➤ How a baby is conceived and born <p>Year 5 content, plus:</p> <p>Understand that sex or making love may be one part of an intimate relationship between adults.</p> <p>Know the key male and female body parts associated with conception and pregnancy</p> <p>Know how a baby is conceived and born.</p> <p>Know what pregnancy is, where it occurs and how long it takes.</p>	

Appendix 3: By the end of primary school pupils should know

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

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

TOPIC	PUPILS SHOULD KNOW
Sex Education (Taught in year 6)	<ul style="list-style-type: none"><li data-bbox="555 331 1290 395">• Preparing boys and girls for the changes that adolescence brings<li data-bbox="555 403 1016 435">• How a baby is conceived and born

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	Include notes from discussions with parents and agreed actions taken.