

Relationships and sex education policy (from 2020)

Mansbridge Primary School



Mansbridge Primary School
Engage Enjoy Excel

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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
- To help children understand the consequences of their actions and behave responsibly within relationships
- Develop the personal skills needed by pupils for them to establish and maintain relationships, to recognise what a healthy relationship looks like, to form healthy relationships, ensuring respect and dignity for themselves and others
- To be able to recognise unsafe situations, protect themselves and ask for help and support
- Provide children with the knowledge and understanding of differences and similarities to support them being respectful and responsible
- Enable children to make responsible and informed decisions about their health and well-being

Mansbridge Primary considers that Relationships and Sex Education (RSE) is an integral part of education, delivered in a progressive and age appropriate way. RSE and Health Education will support children to have the building blocks to form healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. Skills are developed that our pupils need in order for them to grow and flourish as individuals and members of society.

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

2. Statutory requirements

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

We are required to follow the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

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

At Mansbridge Primary School we teach RSE as set out in this policy.

3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – school staff were given the opportunity to look at the policy and make recommendations and share feedback they have received from pupils.
3. Governor consultation – governors were invited to share their views on the policy
4. Parent/stakeholder consultation- This policy was made available to parents on the website to consult for two weeks, they were invited to discuss any points.
5. Pupil conferencing was carried out to allow pupils to share their views on the content and teaching methods of SRE.
6. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Children will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, children will cover how to treat each other with kindness, consideration and respect. It is designed to equip children with the knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity. PSHE, which includes RSE and health education which are now statutory, aims to develop children's knowledge, understanding, skills, strategies and personal attributes to help them succeed as they grow. This includes, helping to prepare them for changes that occur in puberty physically and emotionally.

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, taking into account the age, needs and feelings of pupils.

Our curriculum content is based on the PSHE Association Programme of Study. It is mainly resourced through Twinkl which is fully in line with the PSHE Association Programme of Study and fulfils the statutory

requirements for Relationships and Health Education. Teachers will use the objectives and always take into account the needs and feelings of our 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:

- Sexual difference and naming body parts
- Preparing boys and girls for the changes that adolescence brings
- Exploring the impact of puberty on the body and the importance of physical hygiene
- Understanding that menstruation and wet dreams are a normal part of growing up
- How a baby is conceived and born
- Answering each other's questions about sex and relationships with confidence and knowing where to find support and advice
- To know infections can be transmitted
- To know pregnancy can be prevented

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

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE) and computing.

Science Curriculum:

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

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

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

- ☐ To describe the life process of reproduction in some plants and animals
- ☐ To describe the changes as humans develop to old age
- ☐ To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Computing: Please see the computing overview for the e-safety being taught throughout the school.

Teaching RSE

In Key Stage 2 (years 3 - 6) we acknowledge that many children will begin to experience puberty at this age. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, and what menstruation is and how it affects women. Through sex education it will also be mentioned basically infection can be transmitted from one person to another and that pregnancy can be prevented. We always teach this with due regard for the emotional development of the children.

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

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).

Special Educational Needs

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

Equal Opportunities

RSE will be given to ensure quality of access for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

7. Roles and responsibilities

7.1 The governing board

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

7.2 The headteacher

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

7.3 Staff

Staff are responsible for:

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

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher. Questions which teachers feel uncertain about answering

should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors and to parents' wishes before questions are answered.

Class teachers are responsible for teaching RSE at Mansbridge Primary School.

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions. Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

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

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- ☐ Inform parents about the school's RSE policy
- ☐ Answer any questions that parents may have about the RSE of their child; this includes providing opportunities for parents to view the resources that are used in lessons
- ☐ Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school
- ☐ Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. However, this rarely happens as, by working in partnership with parents, they recognise the importance of this aspect of their child's education. The science curriculum in all maintained schools includes content on human development, including reproduction, which there is no right to withdraw from.
- ☐ A register of any pupils who are removed from lessons will be kept and distributed to all teachers involved
- ☐ Parents do not have the right to withdraw their children from **relationships** education.
- ☐ Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSE through staff meetings and it is included in our continuing professional development calendar.

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

10. Monitoring arrangements

The delivery of RSE is monitored by the PSHE Lead, Senior Leadership Team and Headteacher through: learning walks, child conferencing / pupil voice, planning scrutinies and work sampling.

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

This policy will be reviewed by the PSHE lead every 2 years. At every review, the policy will be approved by the governing board and the headteacher.

11. Confidentiality

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

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

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Autumn	Growing and changing • To understand about change and loss and the associated feelings (including moving home, losing toys, pets or friends) • To recognise people who look after them, their family networks, who to go to if they are worried and how to attract their attention. To understand about the ways that pupils can help the people who look after them to more easily protect them. • To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.	Twinkl - PSHE and Citizenship - Y1 Be Yourself - Lesson 5: Changes Lesson Pack Twinkl- PSHE and Citizenship - Y1 It's My Body - Lesson 1: My Body, My Business Lesson Pack

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
1	Spring	Feelings and Emotions • Recognising how other people are feeling and responding to others feelings. • Sharing their own feelings with others Healthy Relationships • To learn the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid. • To identify their special people (family, friends, and carers), what makes them special and how special people should care for one another. • The characteristics of healthy family life, commitment to each other, protection, importance of spending time together. • About different types of families. Valuing difference • For pupils to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class • To identify and respect the differences and similarities between people	• Twinkl- PSHE and Citizenship - Y1 Be Yourself - Lesson 2: Feelings Lesson Pack • Twinkl- PSHE and Citizenship - Y1 Be Yourself - Lesson 4: Uncomfortable Feelings Lesson Pack • Twinkl - PSHE and Citizenship - Y1 Be Yourself - Lesson 6: Speak Up! Lesson Pack • Twinkl- PSHE and Citizenship - Y2 VIPs - Lesson 1: Who are Your VIPs? Lesson Pack • Twinkl- PSHE and Citizenship - Y2 VIPs - Lesson 2: Families Lesson Pack • Twinkl - PSHE and Citizenship - Y2 Respecting Rights - Lesson 4: Everybody's Different Lesson Pack

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
2	Autumn	Growing and changing • To learn about the process of growing from young to old and how people's needs change. To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring. • To know the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls Keeping Safe • To learn rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety. • To recognise people who look after them, their family networks, who to go to if they are worried and how to attract their attention. To understand about the ways that pupils can help the people who look after them to more easily protect them. To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets. • To learn what is meant by 'privacy'; their right to keep things private; the importance of respecting others' privacy.	• Twinkl Y2 Growing Up Pack Lesson 4 (Look at Me Now!) • Twinkl Y2 Growing Up Pack Lesson 1 (Our Bodies) • Online safety covered through computing Gooseberry resources. • Twinkl Y2 Safety First unit Pack • Lesson 5 – The Under wear Rule

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
2	Spring	Feelings and Emotions • For pupils to recognise that their behaviour can affect other people. For pupils to recognise what is fair and unfair, kind and unkind, what is right and wrong. To recognise when people are being unkind to either them or others, how to respond, who to tell and what to say. • To learn that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) • About how people make friends and what makes good friendship. Friendships are important in making us feel happy and secure. Characteristics of a good friendship e.g. respecting each other, trustworthy, truthful, loyal, kind, supporting each other, sharing interests. • Recognise when someone is feeling lonely and what to do. • Simple strategies to resolve arguments between friends positively and how to ask for help if friendship is making you unhappy. Healthy Relationships • To learn to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). To learn to offer constructive support and feedback to others • To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) • To learn that there are different types of teasing and bullying, that these are wrong and unacceptable. To develop strategies to resist teasing or bullying, if they experience or witness it (responsibility of the bystander), and whom to go to and how to get help.	• Year 2 Twinkl Pack Respecting Rights Lesson 3 (Respecting Others) • Twinkl – Friendship and what it means Power point and Twinkl – Recipe for a good friend WS • Teacher Made – What is Loneliness • Teacher made – Unhealthy Friendships and what to do • Year 2 Twinkl VIP Lesson Pack Lesson 3 – Friends, Lesson 6 – Showing you Care • Year 2 Twinkl VIP Lesson Pack Lesson 4 – falling out, Lesson 5 – Working together

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		Valuing difference - For pupils to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class - To identify and respect the differences and similarities between people	- Twinkl Y2– Think Positive Pack Lesson 5 (Be Thankful) - Twinkl Y2 Growing Up Pack Lesson 3 (Pink and Blue)
3	Autumn	Growing and changing - To recognise their achievements and set personal targets for the future - For pupils 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. - About a wider range of feelings, both good and not so good (e.g happiness, sadness, anger, fear, surprise, nervousness) and the scale of emotions that all humans experience in relation to different experiences and situations. - For pupils to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these. Keeping safe - To recognise people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.	- Year 3 Relationships – Be yourself. Lesson 1 – Pride - Year 3 Relationships – Be yourself. Lesson 2 – Feelings - Year 3 Relationships – Be yourself. Lesson 3 – Express yourself - Year 3 Relationships – Be yourself. Lesson 4 – Know your mind - Y4 Safety First – New responsibilities

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
3	Spring	Feelings and Emotions - To be able to recognise and respond appropriately to a wider range of feelings in others (e.g happiness, sadness, anger, fear, surprise, nervousness). - About different types of behaviour and how this can make others feel. - That bodies and feelings can be hurt. Healthy Relationships - To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. - To recognise different types of relationship, including those between acquaintances, friends, relatives and families. - To understand and respect differences in families but know characterised by love and care. - To work collaboratively towards shared goals - characteristics of healthy family life – commitment, trust, protect, time together. - To learn that their actions affect themselves and others. - Understand importance of friendships in making us feel happy and secure. How people make friends. - about listening to others and playing cooperatively - about appropriate and inappropriate touch - That hurtful teasing and bullying is wrong - what to do if teasing and bullying is happening	- Year 4 Relationships – VIP's Lesson 1 – Making friends - Year 4 Relationships – VIP's Lesson 2 – Staying friends - Year 4 Relationships – VIP's Lesson 3 – Is this a good friend? - Year 3 Relationships – TEAM Lesson 2 – Together everyone achieves more - Year 3 Relationships – TEAM Lesson 3 – Working together - Year 3 Health and wellbeing – It's my body Lesson 1 – My body, my choice

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
3	Spring	Valuing difference - To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help). - How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) - To share their views and opinions with others - about the importance for respect for the differences and similarities between people	- Twinkl pack – LKS2 Anti-Bullying Lesson pack - Twinkl pack – LKS2 Cyber Bullying Lesson pack - Twinkl pack – LKS2 WICKED Inclusion Lesson pack
4	Autumn	Introduce changes which may begin to happen including menstruation in girls.	- Twinkl PSHE + Citizenship Yr4 – lesson 2 changes in boys + lesson 3 changes in girls. - PSHE and Citizenship - KS2 All About Periods Lesson Pack

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
4	Spring	Feelings and Emotions - To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' - To learn to recognise and manage 'dares' Healthy Relationships - To judge what kind of physical contact is acceptable or unacceptable and how to respond - To develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves - That most friendships have their ups and downs, and that these can be repaired or even strengthened, and that resorting to violence is never right. - The characteristics of friendship – mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. Valuing difference - To be able to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge, their points of view.	- Twinkl Yr4 Safety First Lesson 3 – 'under pressure' for managing dares - PSHE and Citizenship yr4 VIPS- Lessons 4, 5 and 6.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
5	Autumn	Growing and changing For pupils 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. For pupils to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these. To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	• PSHE and Citizenship Y4 Think Positive L3: Changes Lesson Pack • PSHE and Citizenship - Y5 Be Yourself - Lesson 3: Uncomfortable Feelings Lesson Pack

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
5	Spring	Feelings and Emotions - To be able to recognise and respond appropriately to a wider range of feelings in others. Healthy Relationships - About the consequences of their actions on themselves and others. - About working collaboratively toward shared goals. - About strategies to solve disputes and conflict through negotiation and appropriate compromise. - To give constructive feedback and support to benefit others as well as themselves. Valuing difference - To respectfully listen to others but raise concerns and challenge points of view when necessary. - To understand healthy relationships are positive and welcoming towards others, not making others feel lonely or excluded. - How to recognise who you can trust, judge when a friendship is making you feel unhappy or uncomfortable, how to manage conflict and seek help or advice if needed.	- PSHE and Citizenship Y5 TEAM L3: Collaborate Lesson Pack - PSHE and Citizenship Y5 TEAM L4: Compromise Lesson Pack - PSHE and Citizenship Y5 TEAM L5: Care Lesson Pack
5	Summer	- For pupils to understand how their body will, and their emotions may, change as they approach and move through puberty (physical and emotional) - About menstrual wellbeing including key facts about the menstrual cycle).	PSHE and Citizenship - Y5 It's My Body - Lesson 3: Taking Care of Our Changing Bodies Lesson Pack Menstruation covered in science

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
6	Autumn	Keeping Safe • To differentiate between the terms, 'risk', 'danger', and 'hazard'. To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment). • To recognise how their increasing independence brings increased responsibility to keep themselves and others safe. • About different influences on behaviour, including peer pressure and media influence. How to resist unhelpful pressure and ask for help. • 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. Where to get help advice and support including recognising and reporting being unsafe or feeling bad about any adult. How to ask for advice or help and to keep trying until they are heard. • To recognise people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.	• Y6 Safety First - Lesson 2: What Are the Risks? • Twinkl - Y6 Safety First - Lesson 1: You Are Responsible • Y6 Think Positive L4: Choices and Consequences • Y6 Safety First - Lesson 3: Making Your Mind Up • Twinkl – year 6- Relationships – VIPs

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
6	Spring	Feelings and Emotions - To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'. Healthy Relationships - About different types of relationships (friends, families, couples, marriage, civil partnership). About what constitutes a positive, healthy relationship. About the skills to maintain positive relationships. To recognise when a relationship is unhealthy. About committed loving relationships (including marriage and civil partnership). That marriage, arranged marriage and civil partnership is between two people who willingly agree. That to force anyone into marriage (forced marriage) is illegal and the importance of speaking out about forced marriage. - About judging whether physical contact is acceptable or unacceptable. How to respond - about the importance of keeping personal boundaries and the right to privacy. Valuing difference - To respectfully listen to others but raise concerns and challenge points of view when necessary. - About the factors that make people the same or different. To recognise and challenge 'stereotypes'. - About discrimination, teasing, bullying and aggressive behaviour and its effect on others. - To understand bullying (including cyber bullying) has a negative and often long lasting impact on mental wellbeing.	Twinkl – year 6- Relationships – VIPs

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
6	Summer	- About the changes that happen at puberty (recap learning from year 5). - About the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams). - About how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene. - To understand what a loving relationship is and that there are different kinds of loving relationship - To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction About human reproduction in the context of the human lifecycle. - How a baby is made and how it grows. - That pregnancy can be prevented.	- Twinkl Relationships Growing Up Lesson 1 Changing Bodies - Twinkl Relationships Growing Up Lesson 2 Emotional Changes - Read 'Dr Dog' Babette Cole - Read 'Hair in Funny Places' - Babette Cole 'Always' Healthy Body PPT www.youtube.com/watch?v=A6ngtbdh0Po - Looking at sanitary towels and tampons – how to use pads, use of water to demonstrate absorbency etc - Twinkl Relationships Growing Up lesson 4 Relationships - Read 'Mummy Laid an Egg' – Babette Cole - Twinkl Relationships Growing Up lesson 5 Let's Talk About Sex https://www.youtube.com/watch?v=D6ABgVHNRWc - Twinkl Relationships Growing Up lesson 6 Reproduction

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• 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	• 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	• 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	• 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	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

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