

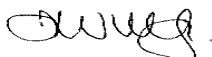


Wootton Community Primary School

## Relationships and Sex Education (RSE) and Health Education Policy

Approved on: 2<sup>nd</sup> September 2020

To be reviewed: 2<sup>nd</sup> September 2021

Headteacher: 

Chair of Governors: 

## **Rationale**

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 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 offer feedback
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

Schools have a statutory duty to safeguard children and young people – as set out in the DfE document Keeping Children Safe in Education, this also includes a duty to promote the Equality Act 2010, British values, including democracy, tolerance, and the rule of law; provide a broad and balanced curriculum, and address the spiritual, moral, social and cultural development of pupils. Together, these positive and empowering elements should set a school culture that underpins effective PSHE, including Relationships and Sex Education (RSE) pedagogy and practice. RSE is best when taught as part of a planned PSHE programme; there should be a correlation between the values embedded in a school's culture and ethos, and those taught and discussed through RSE (within PSHE), Citizenship and planned assemblies.

## **Curriculum**

From September 2020 it will be statutory for schools to deliver RSE in Primary Schools which includes sex education that ensures both boys and girls are prepared for the changes adolescence brings, drawing on the knowledge of the human cycle set out in the National Curriculum for Science - how a baby is conceived and born. Health Education, which is also statutory from September 2020, covers the key facts about puberty and the changing adolescent body.

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. It involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

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.

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

## **Delivery of RSE (see appendix 4)**

The leader for SRE is also the PSHE leader.

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).

Pupils also receive stand-alone sex education sessions delivered by a staff and a trained health professional.

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
- Puberty and body changes

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

Where it fits appropriately within a topic, topics will be dealt with during that aspect of the pupil's learning. For more specific elements there will be a need for elements to be taught discretely. Classes will be kept in their year groups, and taught as a whole classes. If the need arises for further specific work to be undertaken, this will be approached sensitively with specific pupils and children will be divided into girls and boys.

The 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).

### **Parents' Right to Withdraw**

Parents do not have the right to withdraw their children from the relationships education element of the curriculum; however, they do 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 headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

You will be sent a letter prior to these lessons taking place enabling you to see the content of the lessons to inform your decision at the time. (See appendices' 5-7)

### **Assessment, Review and Monitoring**

As part of the curriculum, teaching staff will carry out informal assessments as part of the units of work taught against the learning outcomes. The programme of study will be reviewed by the PSHE leader with teaching staff on a regular basis. Monitoring will be carried out by members of the Senior Leadership team and subject leader in line with the school's policy on monitoring.

### **Note**

This guidance is to be read in conjunction with and with due regard to the School's Equal Opportunities, Safeguarding and Child Protection, Collective Worship, PREVENT Strategy HM Government, Keeping Children Safe in Education and Race Equality Policies.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

## Appendix 1: Relationships and sex education curriculum map taught over the year

YEAR GROUP	TOPIC/THEME DETAILS
Year R	<p><b><u>Keeping myself safe</u></b></p> <ul style="list-style-type: none"> <li>• What's safe to go into my body (including medicines)</li> <li>• Safe indoors and outdoors</li> <li>• Listening to my feelings</li> <li>• Keeping safe online</li> <li>• People who help to keep me safe</li> </ul> <p><b><u>Growing and changing</u></b></p> <ul style="list-style-type: none"> <li>• Life stages - plants, animals, humans</li> <li>• Life stages – human life – who will I be?</li> <li>• Where do babies come from? (Mummy's tummy)</li> <li>• Getting bigger</li> <li>• Me and my body – girls and boys (correct terminology for genitals)</li> </ul>
Year 1	<p><b><u>Keeping myself safe</u></b></p> <ul style="list-style-type: none"> <li>• Understand that the body gets energy from food, water and air (oxygen);</li> <li>• Recognise that exercise and sleep are important parts of a healthy lifestyle.</li> <li>• Recognise the importance of sleep in maintaining a healthy, balanced lifestyle;</li> <li>• Identify simple bedtime routines that promote healthy sleep.</li> <li>• Recognise emotions and physical feelings associated with feeling unsafe;</li> <li>• Identify people who can help them when they feel unsafe.</li> <li>• Recognise the range of feelings that are associated with loss. Understand that medicines can sometimes make people feel better when they're ill;</li> <li>• Explain simple issues of safety and responsibility about medicines and their use.</li> <li>• Understand and learn the PANTS rules;</li> <li>• Name and know which parts should be private;</li> <li>• Explain the difference between appropriate and inappropriate touch;</li> <li>• Understand that they have the right to say "no" to unwanted touch;</li> <li>• Start thinking about who they trust and who they can ask for help.</li> </ul> <p><b><u>Growing and changing</u></b></p> <ul style="list-style-type: none"> <li>• Name major internal body parts (heart, lungs, blood, stomach, intestines, brain);</li> <li>• Understand and explain the simple bodily processes associated with them.</li> <li>• Understand some of the tasks required to look after a baby;</li> <li>• Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.</li> <li>• Identify things they could do as a baby, a toddler and can do now;</li> <li>• Identify the people who help/helped them at those different stages.</li> <li>• Explain the difference between teasing and bullying;</li> <li>• Give examples of what they can do if they experience or witness bullying;</li> <li>• Say who they could get help from in a bullying situation.</li> <li>• Explain the difference between a secret and a nice surprise;</li> <li>• Identify situations as being secrets or surprises;</li> <li>• Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.</li> <li>• Identify parts of the body that are private;</li> <li>• Describe ways in which private parts can be kept private;</li> <li>• Identify people they can talk to about their private parts.</li> </ul>

YEAR GROUP	TOPIC/THEME DETAILS
Year 2	<p><b><u>Keeping myself safe</u></b></p> <ul style="list-style-type: none"> <li>• Understand that medicines can sometimes make people feel better when they're ill; Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell;</li> <li>• Explain simple issues of safety and responsibility about medicines and their use.</li> <li>• Identify situations in which they would feel safe or unsafe;</li> <li>• Suggest actions for dealing with unsafe situations including who they could ask for help.</li> <li>• Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;</li> <li>• Identify the types of touch they like and do not like;</li> <li>• Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</li> <li>• Recognise that some touches are not fun and can hurt or be upsetting;</li> <li>• Know that they can ask someone to stop touching them;</li> <li>• Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</li> <li>• Identify safe secrets (including surprises) and unsafe secrets;</li> <li>• Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.</li> <li>• Identify how inappropriate touch can make someone feel;</li> <li>• Understand that there are unsafe secrets and secrets that are nice surprises;</li> <li>• Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.</li> </ul> <p><b><u>Growing and changing</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate simple ways of giving positive feedback to others.</li> <li>• Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.</li> <li>• Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);</li> <li>• Understand and describe some of the things that people are capable of at these different stages.</li> <li>• Identify which parts of the human body are private;</li> <li>• Explain that a person's genitals help them to make babies when they are grown up;</li> <li>• Understand that humans mostly have the same body parts but that they can look different from person to person.</li> <li>• Explain what privacy means;</li> <li>• Know that you are not allowed to touch someone's private belongings without their permission;</li> <li>• Give examples of different types of private information.</li> <li>• Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> <li>• How to make a clear and efficient call to emergency services if necessary.</li> </ul>

YEAR GROUP	TOPIC/THEME DETAILS
Year 3	<p data-bbox="236 237 512 271"><b><u>Keeping myself safe</u></b></p> <ul data-bbox="284 275 1541 1048" style="list-style-type: none"> <li>• Identify situations which are safe or unsafe;</li> <li>• Identify people who can help if a situation is unsafe;</li> <li>• Suggest strategies for keeping safe.</li> <li>• Define the words danger and risk and explain the difference between the two;</li> <li>• Demonstrate strategies for dealing with a risky situation.</li> <li>• Identify risk factors in given situations;</li> <li>• Suggest ways of reducing or managing those risks.</li> <li>• Identify some key risks from and effects of cigarettes and alcohol;</li> <li>• Know that most people choose not to smoke cigarettes; (Social Norms message)</li> <li>• Define the word 'drug' and understand that nicotine and alcohol are both drugs.</li> <li>• Evaluate the validity of statements relating to online safety;</li> <li>• Recognise potential risks associated with browsing online;</li> <li>• Give examples of strategies for safe browsing online.</li> <li>• Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens;</li> <li>• Recognise and describe appropriate behaviour online as well as offline;</li> <li>• Identify what constitutes personal information and when it is not appropriate or safe to share this;</li> <li>• Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.</li> <li>• Demonstrate strategies for assessing risks;</li> <li>• Understand and explain decision-making skills;</li> <li>• Understand where to get help from when making decisions.</li> <li>• Understand that medicines are drugs and suggest ways that they can be helpful or harmful.</li> </ul> <p data-bbox="236 1099 544 1133"><b><u>Growing and changing</u></b></p> <ul data-bbox="284 1137 1505 1536" style="list-style-type: none"> <li>• Identify different types of relationships;</li> <li>• Recognise who they have positive healthy relationships with.</li> <li>• Understand what is meant by the term body space (or personal space);</li> <li>• Identify when it is appropriate or inappropriate to allow someone into their body space;</li> <li>• Rehearse strategies for when someone is inappropriately in their body space.</li> <li>• Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</li> <li>• Recognise how different surprises and secrets might make them feel;</li> <li>• Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</li> <li>• Recognise that babies come from the joining of an egg and sperm;</li> <li>• Explain what happens when an egg doesn't meet a sperm;</li> <li>• Understand that for girls, periods are a normal part of puberty.</li> </ul>

YEAR GROUP	TOPIC/THEME DETAILS
Year 4	<p><b><u>Keeping myself safe</u></b></p> <ul style="list-style-type: none"> <li>• Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them;</li> <li>• Identify situations which are either dangerous, risky or hazardous;</li> <li>• Suggest simple strategies for managing risk.</li> <li>• Identify images that are safe/unsafe to share online;</li> <li>• Know and explain strategies for safe online sharing;</li> <li>• Understand and explain the implications of sharing images online without consent.</li> <li>• Define what is meant by the word 'dare';</li> <li>• Identify from given scenarios which are dares and which are not;</li> <li>• Suggest strategies for managing dares.</li> <li>• Understand that medicines are drugs;</li> <li>• Explain safety issues for medicine use;</li> <li>• Suggest alternatives to taking a medicine when unwell;</li> <li>• Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).</li> <li>• Understand some of the key risks and effects of smoking and drinking alcohol;</li> <li>• Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).</li> <li>• Describe stages of identifying and managing risk;</li> <li>• Suggest people they can ask for help in managing risk.</li> <li>• Understand that we can be influenced both positively and negatively;</li> <li>• Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.</li> </ul> <p><b><u>Growing and changing</u></b></p> <ul style="list-style-type: none"> <li>• Describe some of the changes that happen to people during their lives;</li> <li>• Explain how the Learning Line can be used as a tool to help them manage change more easily;</li> <li>• Suggest people who may be able to help them deal with change. Name some positive and negative feelings;</li> <li>• Understand how the onset of puberty can have emotional as well as physical impact</li> <li>• Suggest reasons why young people sometimes fall out with their parents;</li> <li>• Take part in a role play practising how to compromise.</li> <li>• Identify parts of the body that males and females have in common and those that are different;</li> <li>• Know the correct terminology for their genitalia;</li> <li>• Understand and explain why puberty happens.</li> <li>• Know the key facts of the menstrual cycle;</li> <li>• Understand that periods are a normal part of puberty for girls;</li> <li>• Identify some of the ways to cope better with periods</li> <li>• Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</li> <li>• Recognise how different surprises and secrets might make them feel;</li> <li>• Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</li> <li>• Understand that marriage is a commitment to be entered into freely and not against someone's will;</li> <li>• Recognise that marriage includes same sex and opposite sex partners;</li> <li>• Know the legal age for marriage in England or Scotland;</li> <li>• Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.</li> </ul>

**Year 5****Keeping myself safe**

- Explain what a habit is, giving examples;
- Describe why and how a habit can be hard to change.
- Recognise that there are positive and negative risks;
- Explain how to weigh up risk factors when making a decision;
- Describe some of the possible outcomes of taking a risk.
- Demonstrate strategies to deal with both face-to-face and online bullying;
- Demonstrate strategies and skills for supporting others who are bullied;
- Recognise and describe the difference between online and face-to-face bullying.
- Define what is meant by a dare;
- Explain why someone might give a dare;
- Suggest ways of standing up to someone who gives a dare.
- Recognise which situations are risky;
- Explore and share their views about decision making when faced with a risky situation;
- Suggest what someone should do when faced with a risky situation.
- Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private;
- Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face;
- Know how to protect personal information online;
- Recognise disrespectful behaviour online and know how to respond to it.
- Understand some of the complexities of categorising drugs;
- Know that all medicines are drugs but not all drugs are medicines;
- Understand ways in which medicines can be helpful or harmful and used safely or unsafely.
- Understand the actual norms around smoking and the reasons for common misperceptions of these.
- Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks;
- Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.

**Growing and Changing:**

- Use a range of words and phrases to describe the intensity of different feelings
- Distinguish between good and not so good feelings, using appropriate vocabulary to describe these;
- Explain strategies they can use to build resilience.
- Identify people who can be trusted;
- Understand what kinds of touch are acceptable or unacceptable;
- Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.
- Explain how someone might feel when they are separated from someone or something they like;
- Suggest ways to help someone who is separated from someone or something they like.
- Know the correct words for the external sexual organs;
- Discuss some of the myths associated with puberty.
- Identify some products that they may need during puberty and why;
- Know what menstruation is and why it happens.
- Identify the consequences of positive and negative behaviour on themselves and others;
- Give examples of how individual/group actions can impact on others in a positive or negative way.
- Recognise how our body feels when we're relaxed;
- List some of the ways our body feels when it is nervous or sad;
- Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.
- Explain the difference between a safe and an unsafe secret;
- Identify situations where someone might need to break a confidence in order to keep someone safe.
- Recognise that some people can get bullied because of the way they express their gender;



YEAR GROUP	TOPIC/THEME DETAILS
	<ul style="list-style-type: none"><li data-bbox="279 235 1069 280">• Give examples of how bullying behaviours can be stopped.</li></ul>

**Year 6****Keeping myself safe**

- Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face;
- Understand and describe the ease with which something posted online can spread
- Identify strategies for keeping personal information safe online;
- Describe safe behaviours when using communication technology.
- Know that it is illegal to create and share sexual images of children under 18 years old;
- Explore the risks of sharing photos and films of themselves with other people directly or online;
- Know how to keep their information private online.
- Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour;
- Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.
- Explain how drugs can be categorised into different groups depending on their medical and legal context;
- Demonstrate an understanding that drugs can have both medical and non-medical uses;
- Explain in simple terms some of the laws that control drugs in this country.
- Understand some of the basic laws in relation to drugs;
- Explain why there are laws relating to drugs in this country.
- Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these;
- Describe some of the effects and risks of drinking alcohol.
- Understand that all humans have basic emotional needs and explain some of the ways these needs can be met;
- Explain how these emotional needs impact on people's behaviour;
- Suggest positive ways that people can get their emotional need met.
- Understand and give examples of conflicting emotions;
- Understand and reflect on how independence and responsibility go together.

**Growing and Changing:**

- Recognise some of the changes they have experienced and their emotional responses to those changes;
- Suggest positive strategies for dealing with change;
- Identify people who can support someone who is dealing with a challenging time of change.
- Understand that fame can be short-lived;
- Recognise that photos can be changed to match society's view of perfect;
- Identify qualities that people have, as well as their looks.
- Define what is meant by the term stereotype;
- Recognise how the media can sometimes reinforce gender stereotypes;
- Recognise that people fall into a wide range of what is seen as normal;
- Challenge stereotypical gender portrayals of people.
- Understand the risks of sharing images online and how these are hard to control, once shared;
- Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;
- Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.
- Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;
- Suggest strategies that would help someone who felt challenged by the changes in puberty;
- Understand what FGM is and that it is an illegal practice in this country;
- Know where someone could get support if they were concerned about their own or another person's safety.
- Explain the difference between a safe and an unsafe secret;
- Identify situations where someone might need to break a confidence in order to keep someone safe.
- Identify the changes that happen through puberty to allow sexual reproduction to occur;
- Know a variety of ways in which the sperm can fertilise the egg to create a baby;

YEAR GROUP	TOPIC/THEME DETAILS
	<ul style="list-style-type: none"> <li>• Know the legal age of consent and what it means.</li> <li>• Explain how HIV affects the body's immune system;</li> <li>• Understand that HIV is difficult to transmit;</li> <li>• Know how a person can protect themselves from HIV.</li> </ul>

## Appendix 2: 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"> <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>
Caring friendships	<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>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<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> <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>
Online relationships	<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>
Being safe	<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>

### 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.

## Appendix 4: Teacher guidance to implement the programme

Relationships Education addresses subject knowledge, along with the development of specific skills, including assertiveness, resilience, negotiation, addressing bias, conflict resolution, empathy; it explores personal and cultural values and beliefs. All Relationships Education lessons support the development of spiritual, moral, social and cultural appreciation and will support the personal development, behaviour and welfare of pupils. Schools are required to provide a policy which, to be most effective, embeds Relationships Education across

**A. CREATING A SAFE AND SECURE LEARNING ENVIRONMENT** This is essential to effective Relationships Education. Pupils need to feel safe, comfortable and confident in sharing their ideas and opinions; to reflect on issues and questions along with their own and others' values and attitudes safely, without fear of negative feedback. A safe, secure environment will also help teachers to feel confident when managing discussions about sensitive issues. Alongside this, teachers are advised to increase their knowledge and awareness of issues that have a legal element, such as female genital mutilation (FGM), under-age sexual activity and the distribution of youth-produced sexual imagery, so that they can be confident in giving clear messages around these topics. There are useful websites for these specific subjects and issues at the end of this document.

**B. GROUP AGREEMENT** Use of a group agreement helps establish acceptable boundaries, promote respect for each other's views and supports anti-discriminatory practice. For this to be developed there must be a development of shared values, to enable everyone to participate without the fear of being ridiculed or teased. Ensuring there is a group agreement (ground rules or contract) helps to ensure that pupils can take part in discussions and activities. It is important that issues such as confidentiality (see below) and not answering or asking personal questions are included. The SCARF Relationships Education resources include film clips of setting up class agreements.

**C. ADDRESSING SENSITIVE ISSUES** Relationships Education will involve discussing sensitive topics, questions and issues. Where possible, consideration should be given on how best to address issues before they arise. The use of a question box or 'Ask it basket' are particularly useful in Relationships Education lessons. They allow time to consider appropriate responses to questions and are also empowering for the pupils, providing a safe, useful way of encouraging openness whilst deflecting embarrassment. Even with this in place, it is quite possible that a pupil will ask a question that you do not know the answer to. In these situations it is best to be honest, praise them for asking such a good question and say you will find out and let them know in the next lesson/appropriate time.

**D. SINGLE SEX OR MIXED GROUPS** Decisions on HOW the lesson is going to be delivered can also help when covering sensitive issues, e.g. consider whether it is appropriate for the classes to be mixed or single sex groups. Also consider the best facilitator /teacher for the lessons: would a female or male teacher be more appropriate, or would this not matter? The key point is that it is delivered by someone who is competent and confident to do so. It's important to remember that children need (and often want) to understand the changes and challenges that face all genders in relation to puberty and body changes as they grow into young adults. One way to deliver this would be for the girls and boys to be taught the same lesson regarding body changes, but separately, therefore they would receive the same information but be given the opportunity to ask questions that may be more specific to them, reducing any potential embarrassment.

**E. CONFIDENTIALITY AND SAFEGUARDING** Staff cannot offer or guarantee pupils unconditional confidentiality. This should be understood by all staff and pupils, and embedded through the use of a group agreement. Staff should follow the school procedures as set out in its Safeguarding and Child Protection Policy if they feel that a pupil is at risk or in danger. Any concerns should be swiftly discussed with the school's Designated Safeguarding Lead (DSL). On rare occasions, a teacher may be directly approached by a primary-age child who is sexually active, is

contemplating sexual activity or is involved in an abusive situation. This should be viewed as a child protection issue and reported to the Safeguarding lead, following school safeguarding/child protection procedures immediately.

**F. ACTIVE LEARNING METHODS** The knowledge and beliefs that young people bring to the classroom should be the starting point for Relationships Education. Varied and interactive teaching methods can be used to give young people opportunities to express their own ideas, share and learn about the views of their peers and to reflect on discussions. Examples include activities in pairs and groups, games, graffiti sheets, question boxes, storyboards, class discussions, role play, diamond nine activities (where children prioritise a set of statements according to their perceived importance, helping to clarify values and attitudes) and the use of puppets or other visual aids.

**G. SOCIAL NORMS APPROACH** The fact that humans are largely influenced by and conform to peer norms underpins social norms theory and practice. Humans feel safer and more emotionally comfortable when they conform, which explains the success of the fashion-led industries, not limited to clothes but food, cars, furniture, in fact almost all aspects of life. Research has focussed on whether the perception of peer norms is the same as the actual peer norms, and findings across the world have shown that they are consistently quite different. Young people (and adults) tend to overestimate the amount of risky behaviour (bullying, substance misuse, sexual behaviour etc.) their peers are engaged in and underestimate the safe and protective behaviours of the peer group. Crucially, we are inclined to believe that the way in which the majority behave is most acceptable. Therefore when the perception of 'usual' or 'normal' behaviour such as an exaggerated view of the normal amount of risk-taking behaviour becomes the prevalent or majority view we become more inclined to adopt that behaviour even when it is contrary to an actual consumption proven by research – because this is less well known. The more we talk about and focus on extreme (negative/risk-taking) behaviour, in education programmes, the more we contribute to the misperception problems. We need to talk regularly and credibly about the fact that the majority exhibit healthy and positive behaviours. Therefore a balanced Relationships Education programme will promote healthy norms challenging misperceptions of peers' risk taking, and taking a preventative approach.

**H. TERMINOLOGY/LANGUAGE** For young people, learning about the body, feelings and relationships brings with it a range of new vocabulary. Recognising this and giving pupils time to absorb this will help them learn best, as well as provide a safe environment in which everyone is using the same language and therefore understands what is being discussed. This is particularly important and relevant in relation to using the correct names for the sexual organs. The SCARF Relationships Education Puberty Glossary is designed to support teachers in this area by providing key terminology with age-appropriate definitions.

Although children learn the correct names for body parts as part of the Science curriculum, the Programmes of Study statements are not specific about the correct names for genitalia. In 2002, Ofsted's report on Relationships Education,<sup>2</sup> which draws upon good practice, states that by the end of Key Stage 1 they expect pupils to know and understand:

- The basic rules for keeping themselves safe and healthy
- About safe places to play and safe people to be with
- That they have some control over their actions and bodies
- The names of the main external parts of the body including agreed names for sexual parts.

## Appendix 5: Letter to Year 4 parents

Dear Parent/Carer,

### Year 4 PSHE and Relationships Programme

We believe that promoting the health and well-being of our pupils is an important part of their overall education. We do this through our Personal, Social and Health Education (PSHE) course. This looks at many topics including physical and emotional health, all kinds of relationships, and living in the wider world.

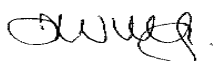
In the next few weeks we will be delivering some of the sex and relationships education (SRE) aspect of our PSHE programme to your child. This programme is designed to help children make healthy choices and keep themselves safe during their school years and beyond. The design of the programme has taken into account the requirements of the statutory guidance, up-to-date best practice guidance, and the needs of our children. Your Year 4 child will be exploring these themes through examining the following questions:

- How will my body and emotions change as I approach and move through puberty?
- Why are girls and boys bodies different?
- Which parts of my body are private?
- What kind of physical contact is unacceptable and how should I respond?
- How can I say 'no' to someone without hurting their feelings?
- Who can I talk to if I want help and advice, or am worried about someone else?

Appropriate questions that arise from the children during the sessions will be answered honestly, factually and in the context of safe, supportive, loving, and caring relationships. Each pupil's privacy will be respected, and no one will be asked to reveal personal information. There is sometimes concern that SRE in school might promote sexual experimentation or cause confusion about an individual's sexuality. The research on quality SRE in the UK by the National Survey of Sexual Attitudes and Lifestyles team over several years consistently shows that men and women who reported that *lessons at school were their main source of information about sex* were more likely to have started having sex at a **later age** than those for whom parents or other sources were their main source.

We recognise that parents play a vital part in their child's SRE, and we encourage you to explore these questions with your child at home as well. If further advice or support is required please do not hesitate to speak to your child's class teacher or the Headteacher, including if you have any questions about the programme or you would like to view the resources.

Kind regards,



Mrs Jane Wilford  
Headteacher



## Appendix 6: Letter to Year 5 parents

Dear Parent/Carer,

### Year 5 PSHE and Relationships Programme

We believe that promoting the health and well-being of our pupils is an important part of their overall education. We do this through our Personal, Social and Health Education (PSHE) course. This looks at many topics including physical and emotional health, all kinds of relationships, and living in the wider world.

In the next few weeks we will be delivering some of the sex and relationships education (SRE) aspect of our PSHE programme to your child. This programme is designed to help children make healthy choices and keep themselves safe during their school years and beyond. The design of the programme has taken into account the requirements of the statutory guidance, up-to-date best practice guidance, and the needs of our children.

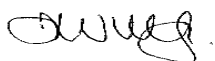
Your Year 5 child will be exploring these themes through examining the following questions:

- How will my body and emotions change as I approach and move through puberty?
- Why are girls and boys bodies different?
- How do I feel about growing up and changing?
- Which parts of my body are private?
- What kind of physical contact is unacceptable and how should I respond?
- How can I say 'no' to someone and keep myself safe but without hurting their feelings?
- What are personal boundaries?
- Who can I talk to if I feel uncomfortable, or if someone isn't respecting my personal boundaries?
- Who can I talk to if I want help and advice or am worried about someone else?

Appropriate questions that arise from the children during the sessions will be answered honestly, factually and in the context of safe, supportive, loving, and caring relationships. Each pupil's privacy will be respected, and no one will be asked to reveal personal information. There is sometimes concern that SRE in school might promote sexual experimentation or cause confusion about an individual's sexuality. The research on quality SRE in the UK by the National Survey of Sexual Attitudes and Lifestyles team over several years consistently shows that men and women who reported that *lessons at school were their main source of information about sex* were more likely to have started having sex at a **later age** than those for whom parents or other sources were their main source.

We recognise that parents play a vital part in their child's SRE, and we encourage you to explore these questions with your child at home as well. If further advice or support is required please do not hesitate to speak to your child's class teacher or the Headteacher, including if you have any questions about the programme or you would like to view the resources.

Kind regards,



Mrs Jane Wilford  
Headteacher

## Appendix 7: Letter to Year 6 parents

Dear Parent/Carer,

### Year 6 PSHE and Relationships Programme

We believe that promoting the health and well-being of our pupils is an important part of their overall education. We do this through our Personal, Social and Health Education (PSHE) course. This looks at many topics including physical and emotional health, all kinds of relationships, and living in the wider world.

In the next few weeks we will be delivering some of the sex and relationships education (SRE) aspect of our PSHE programme to your child. This programme is designed to help children make healthy choices and keep themselves safe during their school years and beyond. The design of the programme has taken into account the requirements of the statutory guidance, up-to-date best practice guidance, and the needs of our children. Your Year 6 child will be exploring these themes through examining the following questions:

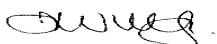
- How can I keep safe online?
- Why do I need to protect personal information including passwords, addresses and photos of myself and others online?
- How can I manage any requests for photos of myself or peers I may receive?
- What is and is not appropriate to ask for or share online?
- Who can I talk to if I feel uncomfortable or are concerned by such a request?
- What are personal boundaries?
- Who can I talk to if I feel uncomfortable or if someone isn't respecting my personal boundaries?
- What is personal and private information?
- What kind of physical contact is unacceptable and how should I respond?
- How will my body and emotions change as they approach and move through puberty?
- How do I feel about growing up and changing?
- How do humans reproduce?
- Can people of the same sex love each other? Is this ok?
- What do I do if someone wants me to do something I know is wrong or makes me feel uncomfortable?
- How can I say 'no' to someone and keep myself safe but without hurting their feelings?
- Who can I talk to if I want help and advice or am worried about someone else?

Appropriate questions that arise from the children during the sessions will be answered honestly, factually and in the context of safe, supportive, loving, and caring relationships. Each pupil's privacy will be respected, and no one will be asked to reveal personal information.

There is sometimes concern that SRE in school might promote sexual experimentation or cause confusion about an individual's sexuality. The research on quality SRE in the UK by the National Survey of Sexual Attitudes and Lifestyles team over several years consistently shows that men and women who reported that *lessons at school were their main source of information about sex* were more likely to have started having sex at a **later age** than those for whom parents or other sources were their main source.

We recognise that parents play a vital part in their child's SRE, and we encourage you to explore these questions with your child at home as well. If further advice or support is required please do not hesitate to speak to your child's class teacher or the Headteacher, including if you have any questions about the programme or you would like to view the resources.

Kind regards,



Mrs Jane Wilford  
Headteacher