



# Relationships and Sex Education (RSE) policy

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Governor

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## 1. Aims

At Ryefield Primary School, it is our aim to, when teaching relationships and sex education (RSE), promote spiritual, moral, cultural, mental and physical development to all our pupils. This will help to prepare them for the opportunities, experiences and responsibilities of adult life.

It is important that, as they grow up, children come to an understanding of their own bodies, instincts and feelings. In this way, they will be prepared for the opportunities, joys and responsibilities of permanent relationships.

All Sex and Relationships Education in the school is viewed as part of the school's total commitment to develop the whole child. We are committed to celebrating rich relationships, growth and development within caring families and developing a society of responsible individuals who value others as themselves. The school is sensitive to the fact that children's environments may differ but seeks to place the RSE programme within the context of a secure and loving environment where love and commitment are promoted. **The Governors believe it to be an important part of children's education.**

The aims of RSE at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy

- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

## 2. Statutory requirements

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

However, we are not required to provide sex education but we do need to teach 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 Ryefield Primary School, we teach RSE as set out in this policy.

## 3. Policy development

This policy has been developed in consultation with staff, pupils, governors 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 and governor consultation – all school staff and governors were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting and Q&A presentation with a representative from the school and a Coram Life SRE expert and to provide feedback about the policy via email (autumn term 2020).
4. Pupil consultation – we annually review what pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Definition

**Relationships education** is learning about the physical, social, legal and emotional aspects of human relationships including friendships, family life and relationships with other children and adults.

Relationships education supports children to be safe, happy and healthy in their interactions with others now and in the future.

**Sex education** is learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes human reproduction and sexual intercourse.

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

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

**RSE is not about the promotion of sexual activity.**

## 5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. **The primary subjects for the delivery of RSE are science and PSHE. These subjects are part of the weekly timetable.**

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 do not seek answers online.

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).

Children should be naturally and gradually introduced to an awareness of their sexuality as part of their total learning process, which involves duties and emotional responsibilities. Children will be provided with accurate information at their level of understanding and a positive self-image will be encouraged from the first experiences within school. The school accepts its part in the role of preparing children for the world in which they live and is willing to answer honestly and carefully any questions as they arise. Such questions naturally arise in discussion with the class teacher, e.g. when a new baby is expected within a family, when mum goes to antenatal clinic, when the baby is born, and when the children have new brothers and sisters.

In all discussions, correct terminology is encouraged when dealing with, or describing any aspect of RSE. Many of the colloquial words are derogatory, and are frequently used incorrectly or inappropriately and therefore should be avoided.

The school's RSE policy is developmental and progressive and, as such, it is expected that by upper key stage 2 (KS2), children will be ready to learn explicitly and accurately about their bodies in relation to sexual development. This will build on and extend previous knowledge acquired in lower KS2 when they reflect on the differences between boys and girls. The changes puberty brings, developmentally and emotionally, will be thoroughly discussed and the facts pertaining to human reproduction will be presented carefully and sensitively. At all times the place of developing sexuality within family and peer relationships will be discussed and emphasis will be given to the school's commitment that such use of sexuality should be within caring, responsive, long term, loving and well-founded relationships.

In upper KS2, pupils take part in a specific Sex Education programme. A meeting is held with parents explaining the programme and its content. Parents are encouraged to attend to view the materials which will be used. As part of the Sex Education programme, the boys and girls will have the opportunity for discussion with a respective male and female member of staff. Two adults will always be present during RSE lessons. Pupils are given the opportunity to ask questions confidentially through the use of a question box. They are, however, informed that some questions may be referred back to their parents if it is not deemed appropriate for discussion with school staff. If any parents have concerns about any part of the sex education programme, the school will meet with them individually to discuss these.

**Pupils also receive stand-alone sex education sessions delivered by 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

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

These areas of learning are taught within the context of family life. The delivery will take 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).

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Pupils are also taught the importance of maintaining their physical health via PE. Schemes such as Change for Life and SHSSN Sports encourage children to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. Via Moments of Triumph, our pupils learn about resilience, emotional regulation, gain a sense of independence and well-being. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

In our school we choose to deliver Personal, Social, Health Education (including Relationships Education, Relationships and Sex Education (RSE) and Health Education) using Jigsaw, the mindful approach to PSHE.

The Jigsaw Programme meets all the outcomes in the PSHE Association Programmes of Study, 2017.

### **Jigsaw Content**

Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

<b>Term</b>	<b>Puzzle name</b>	<b>Content</b>
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills in Relationship Education
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of looking at change

## 7. Roles and responsibilities

### 7.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher/s 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.

**All EYFS, KS1 and KS2 teachers are responsible for teaching RSE in the school.**

### 7.4 Pupils

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

### 7.5 Differentiation and SEND

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each Piece to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for children in their classes with special educational needs, each Puzzle includes a P-level grid with suggested activities for children working at each of those levels. Schools need to demonstrate how delivery of the content will be made accessible to all pupils, including those with SEND.

Schools should be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects. In special schools and for some SEND pupils in mainstream schools there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, schools should ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

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

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

Parents have the right to withdraw their children from the non-statutory 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.

## **9. Training**

Staff are provided with high quality materials and resources to support the delivery of RSE as part of the school's curriculum. Teachers have access to RSE training via the National College and specialist training provided by Coram Life. Where needed, induction and further training is included as part of 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. Safeguarding**

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's disclosure and/or confidentiality policy is followed.

In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act



2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.

Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.

## 11. Assessment and Monitoring arrangements

Teachers will be eager to ensure children are making progress with their learning throughout their Jigsaw experience. Therefore, each Puzzle (except Puzzle 1) has a built-in assessment task, usually in Piece 5 or 6. This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher about their two opinions. The task can usually be used as evidence in the Jigsaw Journal.

Each Puzzle has a set of three level descriptors for each year group:

*Working towards*

*Working at*

*Working beyond*

It is envisaged that, at the beginning of a Puzzle, children will be given the 'My Jigsaw Learning Record' for that Puzzle, so that it is clear to them what they are aiming to achieve. They stick this into their Jigsaw Journal. After completion of the assessment task, the teacher and the child return to the 'My Jigsaw Learning Record' and the child colours in the attainment descriptor he thinks he has achieved. The teacher does the same and facilitates a conversation with the child about his learning progress for that Puzzle. Do they agree? They both complete the evaluation boxes on the child's learning record, focussing on how progress could be made in the next Puzzle.

The delivery of RSE is monitored by Mrs Mander, Year 5 teacher, through scrutiny of planning, collating examples of children's work, pupil conferences and parental feedback. This will be sought in the summer term and fed back to SLT and the Governing Body.

As part of our internal assessment systems, pupils' development in RSE is monitored by class teachers. Their teacher assessments are recorded on our subject trackers and this enables the coordinator to have a deeper understanding of the effectiveness of the programme.

This policy will be annually reviewed by the Senior Leadership Team.

At every review, the policy will be approved by the governing board and the headteacher.



## Appendix 1: PSHE Scheme of Work & Sex Education in Primary schools: an overview

### PSHE LONG TERM & MEDIUM TERM PLAN

Ryefield Primary School uses Jigsaw PSHE resources. Coram Life and PSHE Association resources are also used to supplement Jigsaw resources. The whole school will follow the structure outlined below, revisiting themes each year in greater detail and depth. Please see Jigsaw puzzle maps for more detail (medium term planning folder).

#### Jigsaw Content

Term	Puzzle name	Content
Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community (as well as devising Learning Charters)
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2:	Changing Me	Includes Sex and Relationship Education in the context of looking at change

Jigsaw covers all areas of PSHE for the primary phase. NB: All topics may be changed according to circumstances within classes during the year.

PSHCEE Medium Term Overview						
	Autumn Term 1 <b>Being me in my World</b>	Autumn Term 2 <b>Celebrating Difference</b>	Spring Term 1 <b>Dreams and Goals</b>	Spring Term 2 <b>Healthy me</b>	Summer Term 1 <b>Relationships</b>	Summer Term 2 <b>Changing me</b>
Y1	Special and Safe My Class Rights and Responsibilities Rewards and Feeling Proud Consequences Owning our learning charter	The same as... Different from.... What is bullying? What can I do about bullying? Making new friends Celebrating difference;celebrating me	My treasure chest of success Steps to goals Achieving together Stretchy Learning Overcoming obstacles Celebrating my success	Being healthy Healthy choices Clean and Healthy Medicine safety Road safety Happy, Healthy me	Families Making friends Greetings People who help us Being my own best friend Celebrating my special relation-ships	Life cycles Changing me My changing body Boys' and Girls' Bodies Learning and growing Coping with changes

Y2	Hopes and fears for the year	Boys and girls	Goals and success	Being Healthy	Families	Life cycles in nature
	Rights and responsibilities	Boys and girls	My learning strengths	Being relaxed	Keeping safe – exploring physical contact	Growing from young to old
	Rewards and consequences	Why does bullying happen?	Learning with others	Medicine safety	Friends and conflict	The changing me
	Our learning charter	Standing up for myself and others	A group challenge	Healthy eating	Secrets	Boys and girls bodies
	Owning our learning charter	Making a new friend	Continuing Our Group Challenge	Healthy eating	Trust and appreciation	Assertiveness
		Celebrating difference and still being friends	Celebrating Our Achievement	The Healthy eating cafe	Celebrating my special relationships	Looking ahead

	Autumn Term 1 <b>Being me in my World</b>	Autumn Term 2 <b>Celebrating Difference</b>	Spring Term 1 <b>Dreams and Goals</b>	Spring Term 2 <b>Healthy me</b>	Summer Term 1 <b>Relationships</b>	Summer Term 2 <b>Changing me</b>
Y3	Getting to know each other Our nightmares school Our dream school Rewards and consequences Our learning charter Owning our learning charter	Families Family conflict Witness and feelings Witness and solutions Words that harm Celebrating difference: compliments	Dreams and goals My dreams and ambitions A new challenge Our new challenge Our new challenge - overcoming obstacles Celebrating My learning	Being fit and healthy Being fit and healthy What do I know about drugs? Being safe Being safe at home My amazing body	Family roles and responsibilities Friendship Keeping myself safe Being a global citizen 1 Being a global citizen 2 Celebrating my web of relationships	How babies grow Babies Outside body changes Inside body changes Family stereo-types Looking Ahead
Y4	Becoming a class 'team' Being a school citizen Rights, responsibilities and democracy Rewards and consequences Our learning charter Owning our learning charter	Judging by appearances Understanding influences Understanding bullying Problem solving Special me Celebrating difference: how we look	Hopes and dreams Broken dreams Overcoming disappointment Creating new dreams Achieving goals We did it!	My friends and me Group dynamics Smoking Alcohol Healthy and friendships Celebrating my inner strength and assertiveness	Relationships web Love and loss Memories Are animals special? Special pets Celebrating my relationships with people and animals	Unique me Having a baby Girls and puberty Circles of change Accepting change Looking ahead

	Autumn Term 1 <b>Being me in my World</b>	Autumn Term 2 <b>Celebrating Difference</b>	Spring Term 1 <b>Dreams and Goals</b>	Spring Term 2 <b>Healthy me</b>	Summer Term 1 <b>Relationships</b>	Summer Term 2 <b>Changing me</b>
Y5	My year ahead Being me in Britain Y5 responsibilities Rewards and Consequences Our learning charter Owning our learning charter	Different cultures Racism Rumours and name calling Types of bullying Does money matter? Celebrating difference across the world	When I grow up (my dream life- style) Investigate jobs and careers My dream job. Why I want it and the steps to get there Dreams and Goals of Young People in Other Cultures How Can We Support Each Other? Rallying Support	Smoking Alcohol Emergency aid Body image My relation- ship with food Healthy me	Recognising me Getting on and falling out Girlfriends and boyfriends 1 and 2 Relationships and Technology 1 and 2	Self and body image Puberty for girls Puberty for boys Conception Looking ahead Looking ahead to Year 6
Y6	My year ahead Being a global citizen 1 and 2 The learning charter Our learning charter Owning our learning charter	Am I normal? Understanding disability Power struggles Why bully Celebrating difference 1 and 2	Personal learning goals Steps to success My dream for the world Helping to make a difference 1 and 2 Recognising our achievements	Food Drugs Alcohol Emergency aid Emotional and mental health Managing stress	My relationship web Love and loss 1 Love and loss 2 Power and control Being safe with technology 1 and 2	My self image Puberty Girl Talk/Boy Talk Babies - Conception to Birth Attraction Transition to Secondary School

Curriculum	Notes on statutory content and placing this learning in the curriculum <sup>1</sup>	Main subject location(s)	Phase to introduce
Naming main external body parts (including correct terms for genitalia)	<p>Naming main external body parts is in Year 1 National Curriculum Science. The science programme of study does not list parts of the body to teach and does not prohibit teaching any parts.</p> <p>The structure and function of the male and reproductive organs are covered in more detail (internal and external) in National Curriculum Science Key Stage 3.</p> <p>Naming genitalia will also be part of learning about changing adolescent body under Health Education.</p>	<p>Science</p> <p>Science</p> <p>Health Education</p>	Primary
Learning about privacy of genitalia.	This is safeguarding and also compatible with the interpretation of Relationships education.	Relationships Education	Primary

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<sup>1</sup> Table taken from Definitions for Relationships and Sex Education, Sex Education Forum, 2020, National Children's Bureau

Curriculum	Notes on statutory content and placing this learning in the curriculum <sup>1</sup>	Main subject location(s)	Phase to introduce
<p>Sexual reproduction in humans</p> <ul style="list-style-type: none"> <li>- Sperm and egg needed to make a baby</li> <li>- Conception, including IVF</li> <li>- Sexual intercourse</li> <li>- Birth</li> </ul>	<p>This can be covered in science, building on a sequence of learning in science about reproduction. However, National Curriculum Science treats human reproduction as optional content when covering sexual reproduction in animals.</p> <p>When learning about human sexual reproduction in science pupils might also be given context – see below.</p>	<p>Science And / or  Sex education</p>	Primary
<p>Context of human sexual reproduction and sexual intercourse</p> <ul style="list-style-type: none"> <li>- Reproduction is adult; requires physical and emotional maturity,</li> <li>- Legal age of consent to sex</li> </ul>	<p>This context can be covered to some extent whether human reproduction is taught in science or as part of sex education.</p> <p>Relationships Education includes that pupils should know: ‘that families are important for children growing up because they can give love, security and stability’.</p>	<p>Science And / or Sex education</p>	Primary



The grid below shows specific learning intentions for each year group in the 'Changing Me' section of the school's PSHE Curriculum.

<b><i>Year Group</i></b>	<b><i>Piece Number and Name</i></b>	<b><i>Learning Intentions 'Pupils will be able to...'</i></b>
<b><i>FS1/2</i></b>	Piece 3 Growing Up	<ul style="list-style-type: none"> <li>• seek out others to share experiences.</li> <li>• show affection and concern for people who are special to them</li> <li>• explain own knowledge and understanding, and ask appropriate questions of others</li> </ul> ELG - Show sensitivity to others' needs and feelings
<b><i>1</i></b>	Piece 4 Boys' and Girls' Bodies	<ul style="list-style-type: none"> <li>• identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina</li> <li>• respect my body and understand which parts are private</li> </ul>
<b><i>2</i></b>	Piece 4 Boys' and Girls' Bodies	<ul style="list-style-type: none"> <li>• recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private</li> <li>• tell you what I like/don't like about being a boy/girl</li> </ul>
<b><i>3</i></b>	Piece 1 How Babies Grow	<ul style="list-style-type: none"> <li>• understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby</li> <li>• express how I feel when I see babies or baby animals</li> </ul>

<b>Year Group</b>	<b>Piece Number and Name</b>	<b>Learning Intentions ‘Pupils will be able to...’</b>
	Piece 2 Babies	<ul style="list-style-type: none"> <li>• understand how babies grow and develop in the mother’s uterus and understand what a baby needs to live and grow</li> <li>• express how I might feel if I had a new baby in my family</li> </ul>
	Piece 3 Outside Body Changes	<ul style="list-style-type: none"> <li>• understand that boys’ and girls’ bodies need to change so that when they grow up their bodies can make babies</li> <li>• identify how boys’ and girls’ bodies change on the outside during this growing up process</li> <li>• recognise how I feel about these changes happening to me and know how to cope with those feelings</li> </ul>
	Piece 4 Inside Body Changes	<ul style="list-style-type: none"> <li>• identify how boys’ and girls’ bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up</li> <li>• recognise how I feel about these changes happening to me and how to cope with these feelings</li> </ul>
<b>4</b>	Piece 2 Having A Baby	<ul style="list-style-type: none"> <li>• correctly label the internal and external parts of male and female bodies that are necessary for making a baby</li> <li>• understand that having a baby is a personal choice and express how I feel about having children when I am an adult</li> </ul>
	Piece 3 Girls and Puberty	<ul style="list-style-type: none"> <li>• describe how a girl’s body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</li> <li>• know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty</li> </ul>

<b>Year Group</b>	<b>Piece Number and Name</b>	<b>Learning Intentions 'Pupils will be able to...'</b>
<b>5</b>	Piece 2 Puberty for Girls	<ul style="list-style-type: none"> <li>• explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally</li> <li>• understand that puberty is a natural process that happens to everybody and that it will be OK for me</li> </ul>
	Piece 3 Puberty for Boys and Girls	<ul style="list-style-type: none"> <li>• describe how boys' and girls' bodies change during puberty</li> <li>• express how I feel about the changes that will happen to me during puberty</li> </ul>
	Piece 4 Conception	<ul style="list-style-type: none"> <li>• understand that sexual intercourse can lead to conception and that is how babies are usually made</li> <li>• understand that sometimes people need IVF to help them have a baby</li> <li>• appreciate how amazing it is that human bodies can reproduce in these ways</li> </ul>
<b>6</b>	Piece 2 Puberty	<ul style="list-style-type: none"> <li>• explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally</li> <li>• express how I feel about the changes that will happen to me during puberty</li> </ul>
	Piece 3 Girl Talk/Boy Talk	<ul style="list-style-type: none"> <li>• ask the questions I need answered about changes during puberty</li> <li>• reflect on how I feel about asking the questions and about the answers I receive</li> </ul>
	Piece 4 Babies – Conception to Birth	<ul style="list-style-type: none"> <li>• describe how a baby develops from conception through the nine months of pregnancy, and how it is born</li> <li>• recognise how I feel when I reflect on the development and birth of a baby</li> </ul>

<b><i>Year Group</i></b>	<b><i>Piece Number and Name</i></b>	<b><i>Learning Intentions ‘Pupils will be able to...’</i></b>
	Piece 5 Attraction	<ul style="list-style-type: none"> <li>• understand how being physically attracted to someone changes the nature of the relationship</li> <li>• express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this</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>

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> </ul>

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|  | <ul style="list-style-type: none"><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> |
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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	