Devonshire Road Primary School

Relationship and Sex Education Policy

Policy Leader: Mrs. Emma Hodge

Linked Governor Committee: Quality of Provision

Approved by:	Mrs Emma Hodge	**Date:** March 2021
Last reviewed on:	Reviewed by governors January 2024	
Next review due by:	To be discussed again January 2025	

Main changes:

- Y2: Removal of the labelling of body parts in RSE session
- Y5: "wet dreams" now referred to as "nocturnal emissions" in policy: both terms explained in lesson
- Y5: addition lesson about menstruation and wet dreams removed, including video content

Introduction

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. (DFE; Relationships Education, Relationships and Sex Education (RSE) and Health Education, September 2020)

Our school believes that its pupils have a right to the highest quality Relationship and Sex Education (RSE) as part of the overall PSHE curriculum. Through this, we will help them to develop the knowledge, skills and understanding they need to lead confident, independent and healthy lives.

We will, as far as possible, support the importance of marriage or stable relationships, for family life and bringing up children. Within this, the school will ensure there is no discrimination of children based on their different home circumstances. In this document, Sex and Relationships Education relates to 'learning about physical, moral and emotional development.' It is about understanding the importance of family life, stable and loving relationships, respect, love and care and promoting the British value of tolerance. We do not use Sex and Relationships Education as a means of promoting any form of sexual orientation.

In developing this policy, the religious background of all pupils has been taken into account when planning teaching, so that the topics are appropriately handled. We comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

This policy is in line with DFE Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teacher (Sept 2020). This policy sits alongside the school's RSE and PSHE policies.

Contents

1. Aims

The aims of relationships and sex education (RSE) at Devonshire Road Primary 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

> Nurture pupils feelings of self-respect, confidence and empathy so that they can make sensible life choices

> Create a positive culture around issues of sexuality and relationships

> Teach pupils the correct vocabulary to describe themselves and their bodies

> Ensure pupils at Devonshire Road Primary are fully aware of the protected characteristics of the Equalities Act

These are driven by our mission statement for Devonshire Road Primary school and reflect our three over-arching aims: Be Kind; Be Curious; Be the Best you Can Be.

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 Devonshire Road 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 – all school staff were given the opportunity to look at the policy and make recommendations

3.   Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy

4.   Pupil consultation – we investigated what exactly pupils want from their RSE

5.   Ratification – once amendments were made, the policy was shared with governors and ratified

6.   This policy is available on our school website and paper copies may be obtained free of charge via our school office.

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, 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 (see appendices) but we may need to adapt it as and when necessary to meet the needs of our pupils and fulfil the changing requirements as laid out by the Department for Education.

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. We feel that this will ensure that pupils are fully informed and don't seek answers online which can make them vulnerable to misinformation. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the statutory guidance, provision would be made to meet the individual child's needs. This may involve referring the child back to their parent/carer, school health advisor/school nurse for an answer or seeking advice from the PSHE coordinator or senior pastoral lead.

Primary Sex Education at Devonshire Road Primary School will focus on the statutory content from the Science curriculum:

> Preparing boys and girls for the changes that adolescence brings

> How a baby is conceived and born

For more information about our curriculum, see our curriculum map in appendices.

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).

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.

As the statutory guidance outlines, 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 in our committee include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Roles and responsibilities

7.1 The governing board

The governing board will 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 sex education which is non-statutory/non-science components of RSE. Relationships education is statutory for all pupils (see section 8), as such, parents have no right to withdraw from any element of the Relationship Education content at Devonshire Road Primary School. Please refer to appendix B for a breakdown of which elements of the curriculum are *not* statutory.

The Headteacher monitors this policy on a regular basis and reports to governors on its effectiveness.   This includes whether:
• all pupils are making progress in achieving the expected educational outcomes;
• the subjects are well led, effectively managed and well planned;
• the quality of provision is subject to regular and effective self-evaluation;
• teaching is delivered in ways that are accessible to all pupils with SEND;
• clear information is provided for parents/carers on the subject content and the right to request that their child is withdrawn; and,
• the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

7.3 Staff

Staff are responsible for:

- ❯ Delivering RSE in a sensitive way

- ❯ Modelling positive attitudes to RSE

- ❯ Monitoring progress

- ❯ Responding to the needs of individual pupils

- ❯ Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher or Deputy Headteacher.

At Devonshire Road Primary School, the subject lead for RSE is Mrs. Emma Hodge.

Relationships education is taught through PSHE lessons. Staff receive training on the curriculum and support in their teaching when requested. Where we deem appropriate and necessary, discrete lessons are taught by specialist agencies such as Fort Alice, the School Nurse team, NSPCC and other accredited agencies.

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'/carers' right to withdraw from non-statutory Sex Education

Teaching of Non-Statutory Sex Education

We would urge all parents and carers to fully understand what is taught, and why it is taught, before they make the decision to withdraw their child from Sex Education.   We have effectively taught Sex Education at Devonshire Road Primary School for many years, with very few parents and carers choosing to withdraw their children from lessons. Since the introduction of Relationship and Health Education (Sept 2020), much of what we traditionally taught as SRE is now taught as a statutory element through our PSHE curriculum. Teaching the non-statutory elements of the RSE curriculum is something that has been carefully considered by all stakeholders in school. It is something we feel we need to do in line with our school's mission to prepare our children so that they can make good choices and contributions to the world, so that they take responsibility for themselves.

Please see Appendix 3 for a breakdown of the statutory and non-statutory elements of our SRE curriculum.

Topics that will not be taught directly, but to which answers will be given if questions arise (following the guidance above):
    Contraception
    Condoms
    FGM
    Infections
    Rape – *but the concept of consent is discussed as a concept and in different contexts*
    Sexual behaviour

Good Practice
At Devonshire we recognise there are different teaching and learning styles which enable effective SRE. We acknowledge, as educators, the core education skills, which include practical skills, communication skills, decision-making skills, inter-personal skills, problem-solving skills and leadership skills. We will develop them with our pupils by:

- Establishing clear ground rules
- Differentiating learning
- Using active learning methods, such as stories, mind mapping
- Using Circle Time structures
- Individual/paired/group work- using Kagan structures
- Role play

- Discussion techniques
- Reporting back
- Story boards
- Videos and films
- Sharing lesson objectives with pupils
- Using distancing and de-personalising techniques

Dealing with unplanned-for questions or disclosures from children during SRE sessions

All staff at Devonshire Road understands that the subject of Sex and Relationship Education can be challenging but do believe that our pupils have a right to be provided with suitable, accurate information, matched to their age, physical and emotional development. This is essential to keeping them safe and healthy.

As a part of the SRE programme, children will be encouraged to ask questions. This could be through the use of an 'ask it' basket (anonymously) or as a general part of the lesson. This will enable them to ask questions about issues related to SRE which they want clarifying. At Devonshire Road we believe that all questions should be acknowledged but accept that some questions may require further consideration and as such do not have to be answered directly or immediately. If a teacher is in doubt about how to respond to a question raised in an SRE session, they will liaise first with the PSHE key teacher.

Teachers are advised that school has agreed that questions relating to the following topics will be referred to parents and carers to deal with in line with their personal beliefs:

- Same gender sex
- Questions about sex and morality/religion
- Underage sex
- Sex out of wedlock
- Abortion

The teacher then may answer the question later with the whole class, individually, or decide to refer the question to the parents.

As a school, we will use our professional skills and discretion in such cases and always keep in mind the age and maturity of the child as well as the aims, objectives, values and procedures set out in the policy document**.**

If a teacher feels that a child has raised an issue that indicates a Child Protection concern, then the school's Child Protection officer must be informed in line with our school's Safeguarding policy.

If a child poses a private question to a teacher or other member of staff and requests secrecy (this could be in the 'ask it' basket or in person), no promise of secrecy or confidentiality will be given. The child will be reassured that any steps taken will always be in his/her best interests.

Children with SEN

All of our teaching materials are appropriate and have regard to the age and religious backgrounds of our pupils. We recognise the significance of other factors, such as any special educational needs or disabilities of our pupils. (Relationships Education, Relationships and Sex Education (RSE) and Health Education, Sept 2020. It is up to the school to make sure that the needs of all pupils are met. We support children with SEN within SRE lessons as we would in any other area of the curriculum. This may mean additional support within lessons, small group or individual lessons and an adapting

of resources to enable access. Parents may need to be consulted individually with regard to children with SEN, especially if the pupil has a very low mental and or emotional age.

Parents do not have the right to withdraw their children from Relationship Education.

The policies and resources for Sex Education are all saved in a secure part of the school's website. Parents and carers are able to view these with the use of a password which is given on request but also sent out to the parents/carers of the relevant year groups before the Summer Term each year.

Parents/carers have the right to withdraw their child from part, or all, of the **non-statutory** elements of our RSE curriculum. This can be done by emailing hodgee@devonshire.bolton.sch.uk . Emma Hodge, Headteacher, will then speak to the parent/carer about their right to withdraw. Any concerns, queries or comments can also be directed via this email address. We offer translation support for our parents with EAL. Where parents/carers make such withdrawal requests the pupils concerned will be work in another classroom. Parents/carers will be invited to information sessions prior to work in Year 5 and 6.

9. Training

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

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

10. Monitoring arrangements

The delivery of RSE is monitored by senior leaders in school through a variety of monitoring methods: learning walks, pupil interviews, book checks, planning checks. Teacher assessment will inform discussion about the successful implementation of the policy. Judgements about the success of the policy can also be made through gathering evidence from school staff about how the policy supports them, from parents and governors about the clarity of the information provided, and from pupils about how Sex and Relationships Education provision is meeting their needs.

Evaluation of the programme will be made by assessing, the attitudes of the pupils, the development of their personal skills and the knowledge and understanding they have gained. Pupil evaluation will be monitored in line with other PSHE monitoring arrangements.

This policy will be reviewed by the RSE lead annually. At every review, the policy will be approved by the Quality of Provision Sub Committee. When DFE guidance is revised every three years, parents will also be consulted.

Appendix 1: RSE Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	UNIT	WHAT THEY WILL LEARN	RESOURCES
EYFS	Ourselves:	To know I must respect others, even when they are different from me. To know people around me can be different; physical, character, personality. To ask questions about each other (40-60 months) To learn about family and that families love and care for one another To know how I can choose my friends and what a good friend is To understand my family offer me safety and security To understand that families can look very different.	Books representing different families; abilities; genders; religions; cultures
EYFS	Online safety	I can recognise that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset. (Butterfly feeling). I can explain how this could be either in real life or online. I can describe ways that some people can be unkind online. I can offer examples of how this can make others feel. I can identify rules that help keep us safe and healthy in and beyond the home when using technology. I can give some simple examples.	

YEAR GROUP	UNIT	WHAT THEY WILL LEARN	RESOURCES
Year 1	Keeping Safe and Managing Risk	1. Pupils learn about safety in familiar situations • recognise the difference between real and imaginary dangers • understand that there are situations when secrets should not be kept • know to tell a trusted adult if they feel unsafe 2. Pupils learn about personal safety • recognise the difference between good and bad touches • understand there are parts of the body which are private • know who they can go to, what to say or do if they feel unsafe or worried 3. Pupils learn about people who help keep them safe outside the home • can identify situations where they might need help • can identify people in the community who can help to keep them safe • know how to ask for help if they need it	NSPCC PANTS – Pantosaurus the friendly dinosaur
Year 1	Me and others	1. Pupils learn about what makes themselves and others special Pupils • can recognise some of the things that make them special • can describe ways they are similar and different to others • understand that everyone has something about them that makes them special 2. Pupils learn about roles and responsibilities at home and school Pupils • can identify the different roles of people at home and school • can solve simple dilemmas about taking responsibility • can explain why it is important to take responsibility at school and at home (including looking after the local environment) 3. Pupils learn about being cooperative with others Pupils • can recognise different types of helpful and unhelpful behaviour in the playground and in the classroom • can challenge unhelpful behaviour in a positive way • understand how their behaviour can affect others	

YEAR GROUP	UNIT	WHAT THEY WILL LEARN	RESOURCES
Year 1	Online Safety	I can recognise that there may be people online who could make me feel sad, embarrassed or upset.	
		If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust. (Butterfly feeling).	
		I can describe what information I should not put online without asking a trusted adult first.	
		I can describe how to behave online in ways that do not upset others and can give examples.	
		I can explain rules to keep us safe when we are using technology both in and beyond the home.	
		I can give examples of some of these rules.	
		I can explain why it is important to be considerate and kind to people online.	

YEAR GROUP	UNIT	WHAT THEY WILL LEARN	RESOURCES
Year 2	Boys, Girls and Families	1. Pupils learn to understand and respect the differences and similarities between people Pupils • are able to define difference and similarity • understand that boys and girls can do the same tasks and enjoy the same things, but that stories, TV and people sometimes say boys do this and girls do that 2. Pupils learn about the biological differences between male and female animals and their role in the life cycle Pupils • know that female mammals give birth and nurse their young • can describe the biological differences between male and female • understand that the creation of life requires a male and female 3. Pupils learn about growing from young to old and that they are growing and changing Pupils • can identify key stages in the human life cycle • understand some ways they have changed since they were babies • understand that all living things including humans start life as babies	Books representing different families; abilities; genders; religions; cultures (list of books on website)

YEAR GROUP	UNIT	WHAT THEY WILL LEARN	RESOURCES
Year 2		5. Pupils learn that everybody needs to be cared for and ways in which they care for others Pupils • understand that we all have different needs and require different types of care • identify ways we show care towards each other • understand the links between needs, caring and changes throughout the life cycle 6. Pupils learn about different types of family and how their home-life is special Pupils • can describe different types of family • identify what is special and different about their home life • understand families care for each other in a variety of ways	

YEAR GROUP	UNIT	WHAT THEY WILL LEARN	RESOURCES
Year 2	Friendship	Pupils learn about the importance of special people in their lives Pupils • can identify people who are special to them and explain why • understand what makes a good friend • can demonstrate how they show someone they care Pupils learn about making friends and who can help with friendships Pupils • understand how people might feel if they are left out or excluded from friendships • recognise when someone needs a friend and know some ways to approach making friends • know who they can talk to if they are worried about friendships Pupils learn about solving problems that might arise with friendships Pupils • can identify some ways that friendships can go wrong • can describe some ways to sort out friendship problems • recognise that difficulties within friendships can usually be resolved	
Year 2	Keeping Safe and Managing risks: indoors and outdoors	Pupils learn about keeping safe in the home, including fire safety Pupils • know some simple rules for keeping safe indoors, including online • can describe what to do if there is an emergency • understand that they can take some responsibility for their own safety	

YEAR GROUP	UNIT	WHAT THEY WILL LEARN	RESOURCES
Year 2	Online Safety	I can explain how other people's identity online can be different to their identity in real life	
		I can describe ways in which people might make themselves look different online.	
		I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened; I can give examples of how I might get help. (Butterfly feeling).	
		I can explain how information put online about me can last for a long time.	
		I know who to talk to if I think someone has made a mistake about putting something online.	
		I can give examples of bullying behaviour and how it could look online.	
		I understand how bullying can make someone feel.	
		I can talk about how someone can/would get help about being bullied online or offline.	

YEAR GROUP	UNIT	WHAT THEY WILL LEARN	RESOURCES
Year 3	Keeping safe, managing behaviour and risk Bullying – see it, say it, stop it	Pupils learn to recognise bullying and how it can make people feel Pupils • are able to define what is meant by 'bullying' • can identify the difference between falling out with someone and bullying • understand how bullying can make people feel and why this is unacceptable Pupils learn about different types of bullying and how to respond to incidents of bullying Pupils • can name different types of bullying (including racism) • can identify the different ways bullying can happen (including online) • can describe how they would respond in a range of situations relating to falling out and bullying, including how to get help Pupils learn about what to do if they witness bullying Pupils • can explain how to react if they witness bullying • understand the role of bystanders and the important part they play in reducing bullying • know how and to whom to report incidents of bullying, where to get help and support	

YEAR GROUP	UNIT	WHAT THEY WILL LEARN	RESOURCES
Year 3	Identity, society and democracy Celebrating difference	Pupils learn about valuing the similarities and differences between themselves and others Pupils • know that differences and similarities between people arise from a number of factors including family, culture, age, gender, personal interests, belief • recognise they have shared interests and experiences with others in their class as well as with people in the wider world • understand that peers might be similar or different to each other but can play or work together Pupils learn about what is meant by community Pupils • can explain what being part of a community means • can recognise some of the different groups or communities they belong to and their role within them • value and appreciate the diverse communities that exist and how they connect Pupils learn about belonging to groups Pupils • can identify positive and negative aspects of being a member of a group • can acknowledge that there may be times when they don't agree with others in the group • can stand up for their own point of view against opposition	

YEAR GROUP	UNIT	WHAT THEY WILL LEARN	RESOURCES
Year 3	Online Safety	I can explain some risks of communicating online with others I don't know well	
		I can explain why I should be careful who I trust online and what information I can trust them with.	
		I can explain how my and other people's feelings can be hurt by what is said or written online.	
		I can explain why I can take back my trust in someone or something if I feel nervous, uncomfortable or worried.	
		I can explain what it means to 'know someone' online and why this might be different from knowing someone in real life	
		I can explain what is meant by 'trusting someone online'. I can explain why this is different from 'liking someone online'	
		I can search for information about myself online.	
		I can recognise I need to be careful before I share anything about others or myself online.	
		I know who I should ask if I am not sure if I should put something online.	
		I can explain what bullying is and can describe how people may bully others.	
		I can describe rules about how to behave online and how I follow them.	

YEAR GROUP	UNIT	WHAT THEY WILL LEARN	RESOURCES
Year 4	Keeping safe, managing behaviour and risk: Playing safe	Pupils learn how to be safe in their computer gaming habits Pupils • know about the age classification system and understand why some games are not appropriate for children to play • can evaluate whether a computer game is suitable for them to play and explain why • are able to share opinions about computer games	

YEAR GROUP	UNIT	WHAT THEY WILL LEARN	RESOURCES
Year 4	Online Safety	I can explain how my online identity can be different to the identity I present in 'real life'.	
		Knowing this, I can describe the right decisions about how I interact with others and how others perceive me.	
		I can describe strategies for safe and fun experiences in a range of online social environments.	
		I can give examples of how to be respectful to others online.	
		I can describe how others can find out information about me by looking online.	
		I can explain ways that some of the information about me online could have been created, copied or shared by others.	
		I can identify some online technologies where bullying might take place.	
		I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).	
		I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation).	
		I can explain how using technology can distract me from other things I might do or should be doing.	
		I can identify times or situations when I might need to limit the amount of time I use technology.	
		I can suggest strategies to help me limit this time.	

YEAR GROUP	UNIT	WHAT THEY WILL LEARN	RESOURCES

Year 5	Sex and relationship education: Growing up and changing	Pupils learn about the way we grow and change throughout the human lifecycle
		
		Pupils
		
		• can identify changes throughout the human life cycle
		
		• understand change is on-going
		
		• understand change is individual
		
		Pupils learn about the physical changes associated with puberty
		
		Pupils
		
		• are able to define puberty: the changes that occur sometime between 8-17 that turns us from children to young adults
		
		• identify physical changes associated with puberty
		
		• understand that everyone's experience of puberty is different and that it begins and ends at different times
		
		Pupils learn about menstruation
		
		   • They are taught key facts about the menstrual cycle including what is an average period and range of menstrual products.
		
		   • They are aware of the implications for emotional and physical health.
		
		Pupils learn about nocturnal emissions
		
		Pupils
		
		• can describe nocturnal emissions (aka wet dreams)
		
		• can explain effective methods for managing nocturnal emissions
		
		• understand the relationship between the sex cells (sperm and ovum), menstruation and nocturnal emissions
			Fort Alice Sessions – 6 x 1 hour sessions

YEAR GROUP	UNIT	WHAT THEY WILL LEARN	RESOURCES
		Pupils learn about the impact of puberty on physical hygiene and strategies for managing this Pupils • can explain how changes at puberty affect body hygiene • can describe how to care for their bodies during puberty • can recognise the similarities between the needs and wants of boys and girls and challenge gender stereotypes around hygiene and grooming	

YEAR GROUP	UNIT	WHAT THEY WILL LEARN	RESOURCES
		Pupils learn how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty Pupils • are able to describe how feelings and behaviour change during puberty • can devise strategies for managing these changes • understand how changes during puberty can affect relationships with other people Pupils learn strategies to deal with feelings in the context of relationships Pupils • are able to identify feelings and understand how they affect behaviour • can practise strategies for managing relationships and changes during puberty • can empathise with other people's feelings in relationships, including parents and carers Pupils learn to answer each other's questions about puberty with confidence, to seek support and advice when they need it Pupils • can identify sources of information, support and advice for children and young people • can use appropriate language to discuss puberty and growing up with confidence • can answer their own questions about puberty and growing up	

YEAR GROUP	UNIT	WHAT THEY WILL LEARN	RESOURCES
Year 5	Physical health and wellbeing In the media	Pupils learn about role models Pupils • are able to analyse how the media portray celebrities • recognise that celebrities can be presented as role models and that they may be a good or not-so good role model for young people • can explain why we need to be cautious about things we see, hear or read about in the media	
Year 5	Identity, society and democracy: Stereotypes, discrimination and prejudice (including tackling homophobia	Pupils learn about stereotyping, including gender stereotyping Pupils • can explain what is meant by the word 'stereotype' • identify stereotypes as presented in the media and wider world • feel able to challenge gender stereotypes Pupils learn about prejudice and discrimination and how this can make people feel Pupils • identify some discriminatory language (homophobic, sexist, disablist, racist and transphobic) • know what to do if they experience discriminatory language at school • understand how discriminatory language can make people feel and that this is unacceptable • Explicit teaching about the protected characteristics under Equality Act 2010	

YEAR GROUP	UNIT	WHAT THEY WILL LEARN	RESOURCES
Year 5	Keeping safe and managing risk: When things go wrong	Pupils learn about keeping safe online Pupils • understand that people can be influenced by things online • can explain why what they see online might not be trustworthy • know when and how to report something that makes them feel unsafe or uncomfortable Pupils learn that violence within relationships is not acceptable (FORTALICE) Pupils • know what is meant by domestic violence and abuse • understand that nobody should experience violence within a relationship • know what to do if they experience violence/ where to go for help, advice and support	
Year 5	Drug, alcohol and tobacco education: Different influences	Pupils learn strategies to resist pressure from others about whether to use drugs –smoking drugs and alcohol Pupils • can describe some strategies that people can use if they feel under pressure in relation to drug use • can demonstrate some ways to respond to pressure concerning drug use • recognise that, even if people feel pressure from others about drug use, they can make an informed choice and act on it	

YEAR GROUP	UNIT	WHAT THEY WILL LEARN	RESOURCES
Year 5	Identity, society and democracy Human rights	RED CROSS WORKSHOP Pupils learn about people who have moved to Bolton from other places (including the experience of refugees) Pupils • understand what migration means • identify the reasons why people move from one place to another • are able to empathise with the experiences and challenges moving and settling in new place might bring Pupils learn about human rights and the UN Convention on the Rights of the Child Pupils • are aware how the rights are relevant to their lives and that rights come with responsibilities • understand that individual human rights can sometimes conflict with the circumstances in a country • identify some of the organisations that represent and support the rights of the child and the difference they make	RED CROSS WORKSHOP (half day)

YEAR GROUP	UNIT	WHAT THEY WILL LEARN	RESOURCES
Year 5	Online Safety	I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my/our fault. I can make positive contributions and be part of online communities. I can describe some of the communities in which I am involved and describe how I collaborate with others positively. I can recognise when someone is upset, hurt or angry online. I can describe how to get help for someone that is being bullied online and assess when I need to do or say something or tell someone. I can explain how to block abusive users. I can explain how I would report online bullying on the apps and platforms that I use. I can describe the helpline services who can support me and what I would say and do if I needed their help (e.g. Childline / CEOP). I can use social networking websites appropriately, keeping an adult informed of my online activity and make good choices when presenting myself online I can protect myself from cyberbullying or causing hurt to others, especially when using social networking I can judge what sort of privacy settings might be relevant to reducing different risks. I can judge when to answer a question online and when not to. I can articulate what constitutes good behaviour online. I understand my impact on the online world	

YEAR GROUP	UNIT	WHAT THEY WILL LEARN	RESOURCES
Year 6	Sex and relationship education: Healthy relationships / How a baby is made	Pupils learn about the changes that occur during puberty Pupils • can identify the physical, emotional and behavioural changes that occur during puberty for both males and females • understand that puberty is individual and can occur any time between 8-17 • understand that body changes at puberty are a preparation for sexual maturity Pupils learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact Pupils • understand how our attitudes and values about gender and sexuality may be affected by factors such as religion and culture • can recognise and challenge gender stereotypes • understand how media messages affect attitudes, can cause inequality of opportunity and affect behaviour Pupils learn what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships Pupils • can identify positive qualities and expectations from a variety of relationships • can explain the similarities and differences between friendships and intimate relationships • can describe that there are different types of intimate relationships, including marriage • understand that sex or making love may be one part of an intimate relationship between adults	Real Love Rocks – Dr Barnardos Crucial Crew trip

YEAR GROUP	UNIT	WHAT THEY WILL LEARN	RESOURCES
		Pupils learn about human reproduction in the context of the human lifecycle Pupils • can describe how babies are made and explain how sexual intercourse is related to conception • can name the male and female sex cells and reproductive organs Pupils learn how a baby is made and grows (conception and pregnancy) Pupils • know the male and female body parts associated with conception and pregnancy • can define conception and understand the importance of implantation in the womb • know what pregnancy is, where it occurs and how long it takes Pupils learn about roles and responsibilities of carers and parents Pupils • can identify some of skills and qualities needed to be parent and carer • understand the variety of ways in which parents and carers meet the needs of babies and children • can recognise that both men and women can take on these roles and responsibilities	

YEAR GROUP	UNIT	WHAT THEY WILL LEARN	RESOURCES
		Pupils learn to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it	
		Pupils	
		• can answer each other's questions about sex and relationships	
		• can use appropriate language to discuss sex and relationships and growing up with confidence	
		• can identify sources of information, support and advice for children and young people	
Year 6	Online Safety	I can describe ways in which media can shape ideas about gender.	
		I can identify messages about gender roles and make judgements based on them.	
		I can challenge and explain why it is important to reject inappropriate messages about gender online.	
		I can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened. I know and can give examples of how I might get help, both on and offline.	
		I can explain why I should keep asking until I get the help I need.	
		I can show I understand my responsibilities for the well-being of others in my online social group.	
		I can explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming).	
		I can demonstrate how I would support others (including those who are having difficulties) online.	
		I can demonstrate ways of reporting problems online for both my friends and myself.	
		I can explain how I am developing an online reputation, which will allow other people to form an opinion of me.	
		I can describe some simple ways that help build a positive online reputation.	
		I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me.	
		I can identify a range of ways to report concerns in both school and at home about online bullying.	

YEAR GROUP	UNIT	WHAT THEY WILL LEARN	RESOURCES
WHOLE SCHOOL		NSPCC – SPEAK OUT, STAY SAFE (every 2 years) • whole school assemblies (split into key stages) every two years • workshops for Year 5 and 6 re: grooming PARLIAMENT WEEK • annual • KS2 • Cross-class debate about topics including gaming and online safety WORRY BOXES • All children have access to four boxes across the school; these are checked daily by the Learning Mentor PEER MENTORS • Up to 12 Year 5 and Year 6 pupils • Trained annually on restorative practices when dealing with friendship and relationship issues	

YEAR GROUP	UNIT	WHAT THEY WILL LEARN	RESOURCES
		NATIONAL ONLINE SAFETY WEEK (Spring Term) - Annual - Whole school assemblies about online safety - Additional work completed in class ANTIBULLYING WEEK (Autumn Term) - Annual - Whole school assemblies about bullying and friendship - Additional work completed in class	

Appendix 2:

TOPIC	By the end of primary school pupils should know 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	By the end of primary school pupils should know 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

TOPIC	By the end of primary school pupils should know PUPILS SHOULD KNOW:
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 - SRE: **Year 2 content**	Main task/activity	Statutory RSE or science	SRE – can withdraw
1 **Pupils learn to respect the similarities and differences in people** Pupils • are able to define difference and similarity • understand that boys and girls can do the same tasks and enjoy the same things, but that stories, TV and people sometimes say boys do this and girls do that	Exploring the idea of what is a girl and what is a boy.	Yes	no
2 **Pupils learn about the biological differences between male and female animals and their role in the life cycle** Pupils • know that female mammals give birth and nurse their young • can describe the biological differences between male and female • understand that the creation of life requires a male and female	Looking at animals and their young. Using anatomically correct animal toys and baby dolls. Discussion about feeding babies. Discussion about female mammals growing the young inside them.	Yes	No
3 **Pupils learn about growing from young to old and that they are growing and changing** Pupils • can identify key stages in the human life cycle • understand some ways they have changed since they were babies • understand that all living things including humans start life as babies	Looking at timelines; growing older; life cycle of a human	Yes	No
4 **Pupils learn that everybody needs to be cared for and ways in which they care for others** Pupils • understand that we all have different needs and require different types of care • identify ways we show care towards each other	Looking at the concept of care needed at different stages of our lives	Yes	No

	Lesson outcomes	Main task/activity	Statutory RSE or science	SRE – can withdraw
	• understand the links between needs, caring and changes throughout the life cycle			
6	**Pupils learn about different types of family and how their home-life is special** Pupils • can describe different types of family • identify what is special and different about their home life • understand families care for each other in a variety of ways	Looking at different family lives	<mark>Yes</mark>	No

Year 5 content (taken from the Year 4 syllabus in the Islington Scheme; taught in single gender groups)

	Lesson outcomes	Main task/activity	Statutory RSE or science	SRE – can withdraw
1	**Pupils learn about the way we grow and change throughout the human life cycle** Pupils: *can identify changes throughout the human life cycle • understand change is on-going • understand change is individual	Revisiting the human life cycles and thinking specifically about the changes as we grow older	<mark>Yes</mark>	No
2	**Science** **Pupils learn about the physical changes associated with puberty** Pupils • are able to define puberty: the changes that occur sometime between 8-17 that turns us from children to young adults • identify physical changes associated with puberty	**Collins Science Resources:** Looking at body changes	<mark>Yes</mark>	No
3	**RSE** Pupils learn about the physical changes associated with puberty Pupils • are able to define puberty: the changes that occur sometime between 8-17 that turns us from children to young adults • identify physical and emotional changes associated with puberty • understand that everyone's experience of puberty is different and that it begins and ends	Introduced to the physical and emotional changes that occur during puberty. Look at things we can and cannot control. Introduction to physical changes such as menstruation, nocturnal emissions, erections.	<mark>Yes</mark>	yes

	Lesson outcomes	Main task/activity	Statutory RSE or science	SRE – can withdraw
	at different times			
5	**Pupils learn about the impact of puberty on physical hygiene and strategies for managing this** Pupils • can explain how changes at puberty affect body hygiene • can describe how to care for their bodies during puberty • can recognise the similarities between the needs and wants of boys and girls and challenge gender stereotypes around hygiene and grooming	Looking at period products. Looking at personal hygiene products	Yes	No
6	**Pupils learn how puberty affects emotions and behaviour and strategies for dealing with this** Pupils • are able to describe how feelings and behaviour change during puberty • can devise strategies for managing these changes • understand how changes during puberty can affect relationships with other people	Discussing feelings; fall-outs with peers and family	Yes	No
7	**Pupils learn to answer each other's questions about puberty with confidence, to seek support and advice when they need it** Pupils • can identify sources of information, support and advice for children and young people • can use appropriate language to discuss puberty and growing up with confidence • can answer their own questions about puberty and growing up	True false quiz; questions from the 'ask-it-basket'	No	yes

NB: As part of the 'Making Safer Choices' unit, Year 5 will go through the 'Love Rocks' resources (Barnardos) and have a series of workshops with FortAlice.

Year 6 content (taken from the Year 5 syllabus in the Islington Scheme; taught in single gender groups)

	Lesson outcomes	Main task/activity	Statutory RSE or science	SRE – can withdraw
1	**Pupils learn about the changes that occur during puberty** Pupils: *can identify the physical, emotional and behavioural changes that occur during puberty for both males and females	Revision from the work done in Year 5 in PHSE but also Science	Yes	No

	*understand that puberty is individual and can occur anytime between 8-17 *understand that body changes at puberty are a preparation for sexual maturity			
2	**Pupils learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact** Pupils • understand how our attitudes and values about gender and sexuality may be affected by factors such as religion and culture • can recognise and challenge gender stereotypes • understand how media messages affect attitudes, can cause inequality of opportunity and affect behaviour	Looking at gender statements and seeing whether they agree or disagree Looking at influences and beliefs (media, religions)	Yes	No
3	**Pupils learn what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships** Pupils • can identify positive qualities and expectations from a variety of relationships • can explain the similarities and differences between friendships and intimate relationships • can describe that there are different types of intimate relationships, including marriage	Looking at what each child thinks is important in a relationship i.e. with their peers, their family etc	Yes	No
4	**Pupils learn about human reproduction in the context of the human lifecycle** Pupils • understand that closeness in a relationship can be expressed in a variety of ways between consenting adults • know that sexual intercourse may be one part of a sexual relationship • can describe how babies are made and explain how sexual intercourse is related to conception • can name the male and female sex cells and reproductive organs	Looking at relationships Labelling male and female body parts, including reproductive organs	No	yes
5	Pupils learn how a baby is made and grows (conception and pregnancy) Pupils	Revisiting conception and then looking at pregnancy and how a baby grows AMAZE - Age appropriate info on	No	yes

	• know the male and female body parts associated with conception and pregnancy • can define conception and understand the importance of implantation in the womb • know what pregnancy is, where it occurs and how long it takes	puberty for tweens and their parents Pregnancy and Reproduction Explained (amaze.org)		
6	Pupils learn about roles and responsibilities of parents and carers Pupils • can identify some of the skills and qualities needed to be a parent and carer • understand the variety of ways in which parents and carers (men and women) meet the needs of babies and children • know some of the difficulties that can be faced by parents and carers and where they can get help.	Looking at what babies and young children need. Looking at challenges new parents face. Discuss how there are different types of families.	Yes	No
7	**Pupils learn to answer each other's questions about sex and relationships with confidence, to seek support and advice when they need it** Pupils • can answer each other's questions about sex and relationships *can use appropriate language to discuss questions about sex and relationships and growing up with confidence *can identify sources of information, support and advice for children and young people	True false quiz; questions from the 'ask-it-basket'	No	yes

Appendix 4 – Supporting Books:

Books purchased to support RSE curriculum

All kinds of Families	PSHE cupboard
Usborne All about Families	PSHE cupboard
We're Different, We're the Same	PSHE cupboard
What type of family are we?	PSHE Cupboard
My Family- Our Values	PSHE cupboard, 1 copy in Year 2, 2 copies in Year 3

We all have different Families	PSHE cupboard (6 copies), 1 copy in Reception, 2 copies in Year 1, 2 copies in Year 2
We are Family	PSHE cupboard (6 copies), 1 copy in Year 1, 2 copies in Year 2, 2 copies in Year 3
Different Families- Our Values	PSHE cupboard (6 copies), 1 copy in Year 4, 2 copies in Year 5, 2 copies in Year 6
Families- A look at life around the world	PSHE cupboard
The Great Big Book of Families	PSHE cupboard (6 copies), 1 copy in Reception, 2 copies in Year 1, 2 copies in Year 2

Mental Health and Wellbeing books

Feelings- Libby Walden	1 copy in Year 4
Michael Rosen's Sad Book	1 copy in Year 6
What makes me a ME? Ben Faulks	1 copy in Year 2
The Way I feel- Janan Cain	1 copy in Year 3
The Invisible String- Patrice Karst	1 copy in Year 4
My Many coloured Days- Dr Seuss	1 copy in Year 1
Ruby's Worry	1 copy in Year 4
The Princess and the Fog	1 copy in Year 4
In my heart- A book of Feelings	1 copy in Year 4
The Huge Bag of Worries	1 copy in Year 6
Only One You	2 copies in Reception
You be You	2 copies in Reception
Glad Monster, Sad Monster	1 copy in Year 1
Ravi's Roar	1 copy in Year 5