



# **Relationships & Sex Education Policy**



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## Version History

|                            |                |
|----------------------------|----------------|
| <b>Approved by:</b>        | Trustees       |
| <b>Last reviewed:</b>      | September 2023 |
| <b>Next review due by:</b> | September 2026 |

| Date      | Author         | Version | Comment                            |
|-----------|----------------|---------|------------------------------------|
| Sept 2019 |                |         |                                    |
| Sept 2020 |                |         | Review                             |
| Sept 2023 |                |         | Review                             |
| Sept 2025 | Kerry Thompson |         | Added academy specific information |

## 1. Aims

The aims of relationships and sex education (RSE) in our Trust 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

At Eastfield Primary Academy, we shape our Relationships and Sex Education curriculum to ensure it is fully inclusive to every child. It sits alongside our PSHE curriculum and is designed to follow the Jigsaw Scheme of work. Our aims are to provide a broad, balanced and adapted curriculum that encompasses our school values of respect and resilience.

## 2. Statutory requirements

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

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

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

At The Enquire Learning Trust we teach RSE as set out in this policy.

This policy complies with our funding agreement and articles of association.

## 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 Director 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

## 4. Definition

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. We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- 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 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).

Pupils may 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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## 7. Roles and responsibilities

### 7.1 The Board of Trustees

The Trustees will approve the RSE policy and hold the Principal to account for its implementation.

### 7.2 The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the academy, and for managing requests to withdraw pupils from non-statutory/non-science 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/non-science components of RSE.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Principal.

**All class teachers will teach RSE to their own classes.**

#### **7.4 Pupils**

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

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

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

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Principal.

Alternative work will be given to pupils who are withdrawn from sex education.

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

#### **10. Monitoring arrangements**

The delivery of RSE is monitored by the Principal through enquiries and lesson observations.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by the Board of Trustees annually.

## Appendix 1: Curriculum Map

| TERM     | UNIT                   | CONTENT                                                                                                                                    |
|----------|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| Autumn 1 | Being Me in My World   | Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.           |
| Autumn 2 | Celebrating Difference | Includes anti-bullying (cyber, homophobic, biphobic and transphobic bullying included) and understanding.                                  |
| Spring 1 | Dreams and Goals       | Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society              |
| Spring 2 | Healthy Me             | Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise |
| Summer 1 | Relationships          | Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss      |
| Summer 2 | Changing Me            | Includes Relationships and Sex Education in the context of coping positively with change                                                   |

## Relationships and Sex Education Curriculum Map

| YEAR GROUP                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | TERM                                                                                                                                                                                                                                                                                                                                                           | TOPIC/THEME DETAILS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                              |           |                             |                               |                 |                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |  |  |                                                                                                                                                                                                                                    |  |  |  |
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| Foundation Stage                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Summer 2                                                                                                                                                                                                                                                                                                                                                       | <div>Changing Me Unit: Growing up: how we have changed since we were babies</div> <table><tr><th>CM</th><th>Knowledge</th><th>Social and Emotional Skills</th><th>Questions for Family Learning</th></tr><tr><td><b>Ages 3-5</b></td><td><ul style="list-style-type: none"><li>Know the names and functions of some parts of the body (see vocabulary list)</li><li>Know that we grow from baby to adult</li><li>Know who to talk to if they are feeling worried</li><li>Know that sharing how they feel can help solve a worry</li><li>Know that remembering happy times can help us move on</li></ul></td><td><ul style="list-style-type: none"><li>Can identify how they have changed from a baby</li><li>Can say what might change for them as they get older</li><li>Recognise that changing class can elicit happy and/or sad emotions</li><li>Can say how they feel about changing class/ growing up</li><li>Can identify positive memories from the past year in school/ home</li></ul></td><td><ul style="list-style-type: none"><li>Which parts of your body do you know the name of?</li><li>Who can you talk to if you ever feel worried or frightened? (at school / at home)</li><li>Can you tell me about a time when you felt really happy?</li></ul></td></tr><tr><td colspan="4">Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change as we get older in lots of different ways. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.</td></tr><tr><td colspan="4"><b>Key vocabulary that may be introduced</b><br/>Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories, Healthy, Grow.</td></tr></table> | CM                                                                                                                                                                                                                                                           | Knowledge | Social and Emotional Skills | Questions for Family Learning | <b>Ages 3-5</b> | <ul style="list-style-type: none"><li>Know the names and functions of some parts of the body (see vocabulary list)</li><li>Know that we grow from baby to adult</li><li>Know who to talk to if they are feeling worried</li><li>Know that sharing how they feel can help solve a worry</li><li>Know that remembering happy times can help us move on</li></ul> | <ul style="list-style-type: none"><li>Can identify how they have changed from a baby</li><li>Can say what might change for them as they get older</li><li>Recognise that changing class can elicit happy and/or sad emotions</li><li>Can say how they feel about changing class/ growing up</li><li>Can identify positive memories from the past year in school/ home</li></ul> | <ul style="list-style-type: none"><li>Which parts of your body do you know the name of?</li><li>Who can you talk to if you ever feel worried or frightened? (at school / at home)</li><li>Can you tell me about a time when you felt really happy?</li></ul> | Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change as we get older in lots of different ways. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change. |  |  |  | <b>Key vocabulary that may be introduced</b><br>Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories, Healthy, Grow. |  |  |  |
| CM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Knowledge                                                                                                                                                                                                                                                                                                                                                      | Social and Emotional Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Questions for Family Learning                                                                                                                                                                                                                                |           |                             |                               |                 |                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |  |  |                                                                                                                                                                                                                                    |  |  |  |
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| YEAR GROUP                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | TERM                                                            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| <b>Ages 5-6</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"><li>• Know that animals including humans have a life cycle</li><li>• Know that changes happen when we grow up</li><li>• Know that people grow up at different rates and that is normal</li><li>• Know the names of male and female private body parts</li><li>• Know that there are correct names for private body parts and nicknames, and when to use them</li><li>• Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these</li><li>• Know who to ask for help if they are worried or frightened</li><li>• Know that learning brings about change</li></ul> | <ul style="list-style-type: none"><li>• Understand and accepts that change is a natural part of getting older</li><li>• Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)</li><li>• Can express why they enjoy learning</li><li>• Can suggest ways to manage change e.g. moving to a new class</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"><li>• What is a life cycle?</li><li>• How will you change as you grow up?</li><li>• Who is the tallest / smallest in your class?</li><li>• Which parts of your body are private?</li><li>• Who is allowed to see your private body parts?</li><li>• What should you do if you don't like the way someone is touching you?</li><li>• Who can you talk to if you ever feel worried or frightened? 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| Children are introduced to life cycles e.g. that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult e.g. getting taller, learning to walk etc. They discuss how they have changed so far and that people grow up at different rates. As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body that they might use if talking to a doctor or a nurse. (those kept private by underwear: vagina, anus, penis, testicles, vulva). They are also taught that nobody has the right to hurt these parts of the body. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them or making them feel uncomfortable. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                  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| <b>Key vocabulary that may be introduced</b><br>Changes, Life cycles, Baby, Adult, Growing up, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                 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| Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <div>Changing Me Unit: Boys' &amp; Girls' Bodies: body parts &amp; respecting privacy (which parts are private &amp; why this is)</div> <table><tr><th>CM</th><th>Knowledge</th><th>Social and Emotional Skills</th><th>Questions for Family Learning</th></tr><tr><td><b>Ages 6-7</b></td><td><ul style="list-style-type: none"><li>• Know that life cycles exist in nature</li><li>• Know that aging is a natural process including old-age</li><li>• Know that some changes are out of an individual's control</li><li>• Know how their bodies have changed from when they were a baby and that they will continue to change as they age</li><li>• Know the physical differences between male and female bodies</li><li>• Know the correct names for private body parts</li><li>• Know that private body parts are special and that no one has the right to hurt these</li><li>• Know who to ask for help if they are worried or frightened</li><li>• Know there are different types of touch and that some are acceptable and some are unacceptable</li></ul></td><td><ul style="list-style-type: none"><li>• Can appreciate that changes will happen and that some can be controlled and others not</li><li>• Be able to express how they feel about changes</li><li>• Show appreciation for people who are older</li><li>• Can recognise the independence and responsibilities they have now compared to being a baby or toddler</li><li>• Can say what greater responsibilities and freedoms they may have in the future</li><li>• Can say who they would go to for help if worried or scared</li><li>• Can say what types of touch they find comfortable/ uncomfortable</li><li>• Be able to confidently ask someone to stop if they are being hurt or frightened</li><li>• Can say what they are looking forward to in the next year</li></ul></td><td><ul style="list-style-type: none"><li>• What is a life cycle?</li><li>• How have you changed since you were a baby?</li><li>• How will you change over the next year / 5 years / 20 years?</li><li>• What changes can you / can't you control?</li><li>• Which parts are your private parts?</li><li>• Who is allowed to see them?</li><li>• What would you do if someone was touching you and you didn't like it?</li><li>• Who can you talk to if you ever feel worried or frightened? 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| YEAR GROUP      | TERM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | TOPIC/THEME DETAILS                                                                                                                                                                                                                                                                                              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| Year 3          | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>Changing Me Unit: How babies grow and how boys' and girls' bodies change as they grow older. Introduction to puberty and menstruation.</p> <table><tr><th>CM</th><th>Knowledge</th><th>Social and Emotional Skills</th><th>Questions for Family Learning</th></tr><tr><td><b>Ages 7-8</b></td><td><ul style="list-style-type: none"><li>• Know that in animals and humans lots of changes happen between conception and growing up</li><li>• Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops</li><li>• Know that babies need love and care from their parents/carers</li><li>• Know some of the changes that happen between being a baby and a child</li><li>• Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults</li><li>• Know some of the outside body changes that happen during puberty</li><li>• Know some of the changes on the inside that happen during puberty</li></ul></td><td><ul style="list-style-type: none"><li>• Can express how they feel about babies</li><li>• Can describe the emotions that a new baby can bring to a family</li><li>• Can express how they feel about puberty</li><li>• Can say who they can talk to about puberty if they have any worries</li><li>• Can identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry</li><li>• Can identify changes they are looking forward to in the next year</li><li>• Can suggest ways to help them manage feelings during changes they are more anxious about</li></ul></td><td><ul style="list-style-type: none"><li>• Can you tell me about some of the changes that happen to a puppy / kitten / baby as they grow up?</li><li>• Can we talk about some of the changes that are going to happen to you as you grow up? How do you feel about these changes?</li><li>• Do you have any questions about the changes that are going to happen to you as you grow up?</li></ul></td></tr></table> <p>This Puzzle (Puzzle) begins with an exploration about babies and what they need to grow and develop including parenting. Children learn that it is the female mammals (including humans) that carry the baby in nature. This leads onto lessons where puberty is introduced. Children first look at the outside body changes in males and females. They learn that puberty is a natural part of growing up and that it is a process for getting their bodies ready to make a baby when grown-up. Inside body changes are also taught. Children learn that females have eggs (ova) in their ovaries and these are released monthly. If unfertilised by a male's sperm it passes out of the body as a period. Sexual intercourse and the birth of the baby is not taught in this year group. Children discuss how they feel about puberty and growing up and there are opportunities for them to seek reassurance if anything is worrying them.</p> <p><b>Key vocabulary that may be introduced</b><br/>Birth, Animals, Babies, Mother, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Cope, Puberty, Male, Female, Testicles, Sperm, Penis, Ovaries, Egg, Ovum / ova, Breasts, Womb / uterus, Vagina, Stereotypes, Task, Roles, Challenge.</p> | CM                                                                                                                                                                                                                                                                                                                                                                                             | Knowledge | Social and Emotional Skills | Questions for Family Learning | <b>Ages 7-8</b> | <ul style="list-style-type: none"><li>• Know that in animals and humans lots of changes happen between conception and growing up</li><li>• Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops</li><li>• Know that babies need love and care from their parents/carers</li><li>• Know some of the changes that happen between being a baby and a child</li><li>• Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults</li><li>• Know some of the outside body changes that happen during puberty</li><li>• Know some of the changes on the inside that happen during puberty</li></ul> | <ul style="list-style-type: none"><li>• Can express how they feel about babies</li><li>• Can describe the emotions that a new baby can bring to a family</li><li>• Can express how they feel about puberty</li><li>• Can say who they can talk to about puberty if they have any worries</li><li>• Can identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry</li><li>• Can identify changes they are looking forward to in the next year</li><li>• Can suggest ways to help them manage feelings during changes they are more anxious about</li></ul> | <ul style="list-style-type: none"><li>• Can you tell me about some of the changes that happen to a puppy / kitten / baby as they grow up?</li><li>• Can we talk about some of the changes that are going to happen to you as you grow up? 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| Year 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <div>Changing Me Unit: Internal and external reproductive body parts. 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| Year 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <div>Changing Me Unit: Puberty for boys and girls in more detail including social and emotional aspects of becoming an adolescent. Conception explained in simple biological terms.</div> <table><tr><th>CM</th><th>Knowledge</th><th>Social and Emotional Skills</th><th>Questions for Family Learning</th></tr><tr><td><b>Ages 9-10</b></td><td><ul style="list-style-type: none"><li>Know that our self-image is important to our mental well-being, and that there are things we can do to affirm this</li><li>Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</li><li>Know that sexual intercourse can lead to conception</li><li>Know that some people need help to conceive and might use IVF</li><li>Know that becoming a teenager involves various changes and also brings growing responsibility</li></ul></td><td><ul style="list-style-type: none"><li>Can celebrate what they like about their own and others' self- image and body-image</li><li>Can suggest ways to boost self-esteem of self and others</li><li>Recognise that puberty is a natural process that happens to everybody and that it will be OK for them</li><li>Can ask questions about puberty to seek clarification</li><li>Can express how they feel about having a romantic relationship when they are an adult</li><li>Can express how they feel about having children when they are an adult</li><li>Can express how they feel about becoming a teenager</li><li>Can say who they can talk to if concerned about puberty or becoming a teenager/adult</li></ul></td><td><ul style="list-style-type: none"><li>Can you tell me how you feel about yourself?</li><li>What can people do if they don't feel great about themselves?</li><li>Can I share with you how I see you and how I care about you?</li><li>Do you have any worries about puberty?</li><li>Do you have any questions about puberty?</li><li>Do you have any questions that you'd like to ask me about how babies are conceived?</li><li>What do you think it will be like when you are a teenager?</li><li>What kinds of things do you think you will be allowed to do when you are a teenager that you're not allowed to do now?</li><li>What do you enjoy about being your age now?</li></ul></td></tr><tr><td colspan="4"><p>In this Puzzle the children revisit self-esteem and self/body-image. They learn that we all have perceptions about ourselves and others, and these may be right or wrong. They also reflect on how social media and the media can promote unhelpful comparison and how to manage this. Puberty is revisited with further detail explaining bodily changes in males and females. Sexual intercourse is explained in slightly more detail than in the previous year (if taught). Children are encouraged to ask questions and seek clarification about anything they don't understand. Further details about pregnancy are introduced including some facts about the development of the foetus and some simple explanation about alternative ways of conception e.g. IVF. Children learn that having a baby is a personal choice. Details of contraceptive options and methods are not taught as this is not age-appropriate. Reasons why people choose to be in a romantic relationship and choose to have a baby are also explored. Children look at what becoming a teenager means for them with an increase in freedom, rights and responsibilities. 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| Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <div>Changing Me Unit: Puberty for boys and girls revisited. 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"><li>• Can we talk about the changes that will happen to your body over the next few years?</li><li>• How do you feel about these changes?</li><li>• What does mutual respect mean? Why is that important in a relationship?</li><li>• What are you excited about in secondary school?</li><li>• What are you worried about in secondary school? What can we do with these worries?</li></ul> |           |                             |                               |                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |  |  |
| In this Puzzle the class learn about puberty in boys and girls and the changes that will happen - they reflect on how they feel about these changes. The children also learn about childbirth and the stages of development of a baby, starting at conception. They talk about being physically attracted to someone and the effect this can have upon the relationship. They discuss relationships and the importance of mutual respect and not pressuring / being pressured into doing something that they don't want to. The children also learn about self-esteem, why it is important and ways to develop it. Finally, they look at the transition to secondary school (or next class) and what they are looking forward to / are worried about and how they can prepare themselves mentally.                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |  |  |
| <b>Key vocabulary that may be introduced /repeated</b><br>Body-image, Self-image, Characteristics, Looks, Personality, Perception, Real-self, Assertive, Comparison, Negative body-talk, Mental health, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Sperm, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Having sex, Sexual intercourse, Making love, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, Midwife, Labour, Menstruation, Products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Opportunities, Freedoms, Responsibilities, Attraction, Relationship, Love, Sexting, Transition, Secondary, Looking forward, Journey, Worries, Anxiety, Excitement. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                             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## 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 the academy 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 the academy 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> |

| TOPIC                | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Online relationships | <ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>                                                                                                                                                                                                                                                                                                         |
| Being safe           | <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, academy and/or other sources</li> </ul> |



### Appendix 3: Parent form: withdrawal from Sex Education within RSE

Parents can request a pupil is withdrawn from the sex education component up until 3 terms before the young person's 16<sup>th</sup> birthday.

| TO BE COMPLETED BY PARENTS                                                                     |  |       |  |
|------------------------------------------------------------------------------------------------|--|-------|--|
| Name of child                                                                                  |  | Class |  |
| Name of parent                                                                                 |  | Date  |  |
| Reason for withdrawing from the sex education component 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 |  |

### 14. Review of this Policy

Trustees to review this policy every 3 years. It may however review this policy earlier than this if the government produces new regulations, or if it receives recommendations on how this policy might be improved.