



# **Goring Church of England (Aided) Primary School**

**Faith, Love and Learning**

**Relationships and Sex Education Policy  
(RSE)**

### **Mission – what is our reason for being?**

- To educate
- To nurture
- To serve the community
- To develop children's faith and spirituality
- To be inclusive
- To improve life outcomes
- To develop children's life and learning skills
- To develop morals and principles

### **Our Values**

- ✓ Respect
- ✓ Aspiration
- ✓ Faith
- ✓ Fun
- ✓ Love
- ✓ Equality
- ✓ Self-Worth

### **OUR 2025 VISION**

To be a Church of England Primary School that: -

- nurtures each individual as a whole person to enable them to achieve their God given potential and to make outstanding progress (Faith).
- as a community demonstrates love and respect for all of God's creation (Love).
- provides an exciting, broad and ambitious curriculum that equips learners for the future (Learning).

## **Introduction**

We recognise that Relationships and Sex Education is a highly sensitive subject but we firmly believe that effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain healthy relationships.

As a Church of England primary school, all that we do is underpinned by the Christian belief that all children are unique, special and loved by God. It is our desire to see our children flourish and to gain every opportunity to live fulfilled lives where they feel equipped with the knowledge, skills and values to be able to develop safe, fulfilling and enjoyable relationships with others, and to take responsibility for their sexual health and well-being.

At Goring C of E Primary School, RSE is about providing opportunities to develop the whole child; it is not just about the emotional, social and physical aspects of growing up and developing healthy relationships but it is about the spiritual and moral aspects of relationships within a Christian vision for the purpose of life.

## **Aims and Objectives**

Due to our status as a Church of England school, we teach RSE within a framework that is consistent with the school's Christian ethos and values emphasizing respect, compassion, loving care and forgiveness. It reflects the Christian understanding that sex is a gift of God as part of creation.

Children are taught about their significant value to God and that God's will be that we live in right and appropriate relationship with Him and others. Children are taught about the nature and importance of stable committed relationships for family life and bringing up children, and the significance of marriage and stable relationships as key building blocks of community and society.

Whilst we use relationships and sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions.

Sensitivity and respect are shown to all children when teaching about personal relationships and sex education and RSE is taught in a way to ensure that there is no stigmatization of children based on their home/personal circumstances.

The aims of Relationships and Sex Education (RSE) at Goring C of E Primary School are to:

- To develop children's confidence in talking, listening and thinking about feelings and relationships
- To prepare children for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- To develop children's confidence and self-esteem to value themselves and others

- To increase understanding about the range of relationships, including the importance of family for the care and support of children
- To help children develop feelings of self-respect, confidence and empathy
- To teach children the correct vocabulary to describe themselves and how their bodies work
- To help children to understand how to keep safe, the consequences of their actions and how to behave responsibly within relationships
- To ensure children are able to recognise unsafe situations both on and offline and are able to protect themselves and ask for help and support
- To help children understand the role the media plays in forming attitudes and world views.

## Statutory requirements

Since September 2020, Relationships Education has been compulsory for all primary school pupils.

However, Sex Education is not compulsory for Primary Schools until September 2026, excepting the sex education contained in the National Curriculum Science (see Appendix 1). The DfE guidance states that ‘all children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes’ ...and ‘they should learn how a baby is conceived and born before they leave primary school’.

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](#). This guidance states that “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”. It is about the development of the pupil’s knowledge and understanding of her or himself as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience.

In primary schools, the focus should be on “teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.” This would include the topics of families and the people who care for me, caring friendships, respectful relationships, online relationships and being safe.

## Policy development

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

1. Review – a member of staff considered relevant information including relevant national and local guidance.

2. **Staff & governor consultation – all school staff and governors were given the opportunity to read the policy and provide feedback.**
3. **Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting to discuss the policy and provide feedback.**
4. **Pupil consultation – we identified what exactly pupils considered to be important in their learning of RSE**
5. **Ratification – relevant amendments were made; the policy was shared with governors for approval**

## **Curriculum and Delivery**

**Our curriculum is delivered through both science and PSHE lessons and is set out as per Appendix 1 and in the ‘Jigsaw 3-11 and Statutory Relationships and Health Education’ document.**

**After consultation with staff and research into what is best for our school, we have adopted the Jigsaw programme to help us deliver the PSHE curriculum which covers all statutory requirements for RSE. If pupils ask questions outside the scope of this policy, teachers will refer the pupil to their own parent for further clarification.**

**RSE is taught within the personal, social, health and economic (PSHE) education curriculum which is taught weekly by the class teacher. We also teach RSE through other subject areas (e.g. Computing, Science, PE and R.E.), where we feel that they contribute significantly to a child’s knowledge and understanding of his or her own body, and how it is changing and developing. Linked with R.E, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.**

**Since RSE incorporates the development of self-esteem and relationships, pupils’ learning does not just take place through the taught curriculum but through all aspects of school life including collective worship and on the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.**

**A range of teaching methods which involve children’s full participation are used to teach RSE. These include the use of video, discussion, drama and role play.**

**Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships (See appendix 3) including:**

- **Families and people who care for me**
- **Caring friendships**
- **Respectful relationships, kind relationships**
- **Online safety and awareness**
- **Being safe**

The school uses the Jigsaw resources to deliver aspects of the above throughout the whole school.

At Goring C of E Primary School, the sex education aspects of RSE will focus on:

- Physical Development e.g. Changes during puberty; how our reproductive systems work and how a baby is conceived and born
- Emotional Development e.g. How to manage feelings
- Social/ moral Development e.g. Positive and negative influences from friends

### Overview Years R-3

- Developing the skills to have positive relationships with friends and family
- An understanding of families and relationships
- Exercise and personal hygiene

### Overview Years 4, 5 and 6

- Developing the skills to have effective relationships
- The different types of relationship, including marriage and those between friends and families
- How the body changes during puberty
- How a baby is conceived and born (year 5/6 only)

For discrete Sex and Relationship Education lessons in Year 5 and 6, the children are taught together, however, when appropriate, boys and girls may be split into two groups for specific materials. Where possible, boys will work with a male teacher and girls with a female teacher. We will use medically correct terms for all parts of the body.

### Ground Rules

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital to successful and effective teaching and learning within this subject. Before RSE lessons, the teacher will ensure that ground rules, which encourage support, kindness and respect, have been set.

### Pupils' Questions

During the sex education topics in Years 5 and 6, classes will have a 'question box' for pupils' anonymous questions. In turn, the teacher will try to answer the questions sensitively and openly (as appropriate) whilst retaining the child's anonymity. We encourage the children to talk further with an adult they trust at home.

### Vocabulary

Children will be introduced, at appropriate stages, to the correct terminology in their programme of sex education (see Appendix 5). It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will be used at all times for teaching.

### Confidentiality

Teachers conduct RSE lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the

matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances, the procedures in the Child Protection Policy will be followed.

### Special Needs

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

### Equal Opportunities

At Goring C of E Primary School, we believe that every child is entitled to receive Relationship and Sex Education regardless of gender, religion, race, age, culture, sexuality, language, background or disability. Therefore, we strive to avoid discrimination, ensuring that there is equal opportunities and access for all.

## **Roles and responsibilities**

### **The governors**

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

### **The Headteacher**

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

### **Staff**

All teaching staff are responsible for personally teaching RSE at Goring C of E Primary. Teachers 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 Headteacher.

### **Pupils**

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

### **Parents**

We believe that parents have the prime responsibility for Relationship and Sex Education and that any teaching delivered in school will be done in partnership with parents. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, parents, on request, have the opportunity to view resources. Parents in years 4, 5 and 6 will be invited to a Sex Education information session where they will have the opportunity to watch any videos we use, ask any questions they may have about the delivery of sex education in classes and prepare themselves for any questions that the children may have when they get home.

### **External visitors**

The school liaises with external agencies regarding the school RSE programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

We may encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex education programme. Health professionals are expected to work within the school's RSE policy and on the instructions of the Head teacher. The class teacher should always be present if a visitor is supporting delivery of the curriculum.

### **Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationships education or the statutory areas of RSE contained in the Science National Curriculum. (See appendix 1)

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

We work in active partnership with parents/carers, value their views and keep them informed about RSE provision. If a parent has any concerns about the RSE provision, we will take time to address their concerns and allay any fears they may have. Any decision to withdraw a child from RSE must be put in writing (see Appendix 4) and addressed to the Headteacher; the school will work with the parents to explore and discuss alternative arrangements and provision.

### **Training**

Teaching staff receive suitable training, when available to ensure they are able to deliver RSE lessons effectively.

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

### **Monitoring arrangements**

The delivery of RSE is monitored by the PSHE leader who is responsible for ensuring coverage, progression and quality of RSE throughout the school and for the monitoring of teachers' planning and assessment. This monitoring may take the form of a work scrutiny,

planning scrutiny, lesson observations, pupil conferencing and staff conferencing. The work of the PSHE leader also involves supporting colleagues in the teaching of RSE, providing information on standards and developments within the subject and planning special events to enhance learning.

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

This policy will be reviewed by the PSHE Leader annually. At every review, the policy will be approved by the Headteacher & governors.

## **Links with other school policies and practices**

This policy links with a number of other school policies, including:

**PSHE policy**

**Safeguarding and Child Protection policy**

**Anti-bullying policy**

**Science policy**

**Positive Behaviour policy**

**Equality and Equality and Objectives Policy**

**RE Policy**

**Curriculum Policy**

**Online Safety policy**

## APPENDIX 1

### **National Curriculum 2014 Science statutory requirements (no right to withdraw) (related to sex & relationships education)**

|               |  |
|---------------|--|
| <b>Year 1</b> | <p>- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>(Guidance: Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes)</p>   |
| <b>Year 2</b> | <p>- Notice that animals, including humans, have offspring which grow into adults</p> <p>- They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.</p> <p>(Guidance: The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult. )</p>   |
| <b>Year 3</b> | n/a  |
| <b>Year 4</b> | n/a  |
| <b>Year 5</b> | <p>- Describe the life process of reproduction in some plants and animals.</p> <p>(Guidance: Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.)</p> <p>- Describe the changes as humans develop to old age</p> <p>(Guidance: Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.</p> <p>Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.)</p> |
| <b>Year 6</b> | <p>- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p>  |

## APPENDIX 2

### Feeling Good Feeling Safe Learning Outcomes by Theme and by Year Group

| Year Group | Lesson 1:<br>Feeling Safe   | Lesson 2:<br>Feeling Unsafe  | Lesson 3:<br>Body Awareness  | Lesson 4:<br>Networks & Telling  |
|------------|---|--|--|--|
| Reception  | <p>I can talk about and show how I feel</p> <p>I know when I feel safe and happy</p>  | <p>I know when I don't feel safe</p> <p>I can show where Early Warning Signs are in the body</p> <p>I know that it's important to tell an adult when I don't feel safe</p> | <p>I can name all the parts of my body</p> <p>I know what touches I like and don't like</p> <p>I know I can tell someone if I don't like the way someone touches me</p>                      | <p>I can say when I need help and know who to ask</p> <p>I understand that if I am worried about something I can talk to a trusted adult</p>   |
| Year 1     | <p>I know when I feel safe and I can say what it feels like</p> <p>I know what happens on the inside and the outside of my body when I am feeling safe and comfortable</p> <p>I understand that different people can have different feelings about the same situation</p> | <p>I know what happens on the inside and the outside of my body when I feel unsafe.</p> <p>I know what my own Early Warning Signs are and when I might get them</p>        | <p>I know my body belongs to me and there are parts of my body that are private and should not be touched without my permission</p> <p>I know that I need to keep myself and others safe</p> | <p>I know that everyone has worries sometimes and can talk about what my worries might be</p> <p>I know that if I have a worry it is important to talk to someone about it who is on my Helping Hand</p> <p>I know how to make myself heard when I want help</p> |

| Year Group | Lesson 1:<br>Feeling Safe  | Lesson 2:<br>Feeling Unsafe  | Lesson 3:<br>Body Awareness  | Lesson 4:<br>Networks & Telling   |
|------------|--|--|--|---|
| Year 2     | <p>I understand that all children have rights and I know that I have the right to feel safe</p> <p>I can talk about the people and places that help me feel safe and comfortable</p> <p>I can find a safe place to go to in my mind when I feel worried or stressed</p>          | <p>I know why it is important to listen to my Early Warning Signs</p> <p>I understand what Fun to Feel Scared means and why it is different to when I am unsafe</p> <p>I can tell you what I like being scared by (what is Fun to Feel Scared for me)</p>  | <p>I know the proper names for the parts of my body that are private (the ones covered by my underwear)</p> <p>I can use the Underwear Rule to help me stay safe</p>   | <p>I know the difference between secrets and surprises</p> <p>I can recognise safe and unsafe secrets and who I feel safe to tell</p> <p>I know the people who look after me and who to go to if I am worried</p> |
| Year 3     | <p>I know that a feeling is just a feeling, it's not good or bad, but I have choices about my Behaviour</p> <p>I understand that I can feel different feelings at the same time</p> <p>I understand that with my right to be safe comes a responsibility to keep others safe</p> | <p>I can identify when I get my EWS but it is a Fun to Feel Scared or Risking on Purpose Situation</p> <p>I know that it is sometimes important to take a risk on purpose to help me learn new things or get help</p> <p>I can give an example of when I have responded positively to my Early Warning Signs</p> | <p>I understand the difference between safe and unsafe touches</p> <p>I know that no one has the right to touch us in a way that feels unsafe not even someone in our family</p> <p>I can use Stop-Think-Go to help me know what my options are if I start to feel unsafe.</p> | <p>I know what characteristics someone who can help me has</p> <p>I can tell you a time when I have asked for help in school</p> <p>I know where to get help outside of school</p>                                |

| Year Group | Lesson 1:<br>Feeling Safe   | Lesson 2:<br>Feeling Unsafe   | Lesson 3:<br>Body Awareness   | Lesson 4:<br>Networks & Telling  |
|------------|---|---|---|--|
| Year 4     | <p>I know about the UN Convention on the Rights of the Child and how these help children to be safe</p> <p>I understand that the behaviour of some people can affect the rights of others</p> <p>I know that with all rights comes responsibilities</p> | <p>I understand the difference between a risk on purpose and when something is Unsafe</p> <p>I can recognise that dares are not always safe</p> <p>I know some ways to say no to dares that feel unsafe and that help me resist peer pressure</p> | <p>I understand the difference between treats, bribes and threats and how to keep myself safe</p> <p>I can understand the difference between safe and unsafe secrets and when to tell</p>                                   | <p>I understand that telling someone on my Helping Hand about my worries can help me to deal with them and feel safer</p> <p>I can recognise that different people can help me with different things</p> <p>I know that it is important to review the people who are on my Helping Hand and to know who else I can talk to in an emergency</p> |
| Year 5     | <p>I understand that words can hurt other people's feelings</p> <p>I understand how my behaviour and language can have an impact on others</p> <p>I know how to step in/make a safety stop to keep myself safe</p>                                      | <p>I know the difference between a Fun to Feel Scared and a Risking on Purpose activity</p> <p>I understand the importance of choice, control and time limit in making safer choices</p>  | <p>I know that no-one has the right to hurt children, not even someone they know</p> <p>I understand that we can talk to someone about anything</p> <p>I know that sometimes secrets can be unsafe and must not be kept</p> | <p>I can say what the characteristics of a good friendship are</p> <p>I know how to get help if I feel unsafe with people</p> <p>I can ask for help more than once if I need it</p>  |

| Year Group | Lesson 1:<br>Feeling Safe  | Lesson 2:<br>Feeling Unsafe   | Lesson 3:<br>Body Awareness  | Lesson 4:<br>Networks & Telling   |
|------------|--|---|--|---|
| Year 6     | <p>I understand that people don't show their feelings for a range of different reasons</p> <p>I have the ability to recognise how stereotyping can stop us showing our feelings and keeping ourselves safe</p> | <p>I understand the difference between safe and unsafe risks and how to handle them</p> <p>I know that Early Warning Signs are caused by the flight, fright or freeze response in our bodies</p> <p>I understand why it is important to 'risk on purpose'</p> | <p>I know I need to ask and receive permission for some types of touch</p> <p>I know when physical contact is unwanted and I know ways of resisting it</p> | <p>I can recognise safe and unsafe people and places in the community</p> <p>I understand that some people are more appropriate to talk to than others depending on the situation and what the issue is</p> |

## APPENDIX 3

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

| TOPIC                                 | PUPILS SHOULD KNOW   |
|---------------------------------------|--|
| Families and people who care about me | <ul style="list-style-type: none"><li>• That families are important for children growing up because they can give love, security and stability</li><li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li><li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li><li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li><li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li><li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li></ul> |
| Caring friendships                    | <ul style="list-style-type: none"><li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li><li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li><li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li><li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li><li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li></ul>   |

| TOPIC                    | PUPILS SHOULD KNOW  |
|--------------------------|---|
| Respectful relationships | <ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul> |
| Online relationships     | <ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>  |

| TOPIC      | PUPILS SHOULD KNOW   |
|------------|--|
| Being safe | <ul style="list-style-type: none"><li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li><li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li><li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li><li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li><li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li><li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li><li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li><li>• Where to get advice e.g. family, school and/or other sources</li></ul> |

## APPENDIX 4

### Parent form: Withdrawal from Sex Education within RSE

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

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

## APPENDIX 5

### Suggested RSE vocabulary progression

| Year group | Vocabulary (new words in red)   |
|------------|---|
| R          | Nothing specific suggested in unit materials beyond naming of basic body parts – arms/legs/stomach etc  |
| 1          | Life cycle, baby, adult, adulthood, grown up, mature, male, female, vagina, penis, testicles, vulva, anus, breasts, nipples   |
| 2          | Change, life cycle, baby, adult, vagina, penis, testicles, vulva, anus, breasts, nipples old, young, male, female, toddler, child, teenager, public, private  |
| 3          | Baby, male, female, penis, vagina, vulva, testicles, breasts, nipples, uterus, womb, puberty  |
| 4          | Penis, vagina, vulva, womb, uterus, ovaries, breasts, nipples, testicles, puberty, Sperm, egg/ovum, menstruation, periods, tampons, sanitary towels,  |
| 5          | Puberty, menstruation, periods, ovaries, vagina, vulva, womb, uterus, sperm, testicles, breasts, nipples, tampons, sanitary towels, egg/ovum, semen, wet dream, hormones, growth spurt, facial hair, larynx, oestrogen, fertilise |
| 6          | Breasts, nipples, puberty, menstruation, vagina, vulva, penis, testicles, womb, uterus, sperm, semen, wet dream, erection, ovulation, fallopian tube, having sex, sexual intercourse, making love, sexting                        |