



# RSE Policy

2021

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<b>Equality Impact</b>			
<b>Statement</b>	<p>We welcome feedback on this document and the way it operates. We are interested to know of any possible or actual adverse impact that may affect any groups in respect of any of the equalities act 2010 protected characteristics.</p> <p>The person responsible for equality impact assessment for this document is</p>		
<b>Screening</b>	<p>This document has been screened by the Equality Team and the impact has been assessed as:</p> <p><input type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> Low</p> <p><input type="checkbox"/> Medium</p> <p><input type="checkbox"/> High</p>		

## 1.Purpose

At Hawthorns School we understand the importance of educating pupils about relationships, in order for them to make responsible and well-informed decisions in their lives.

Relationships and Sex Education needs to start early in primary school so that children learn about their bodies, can recognise if other people make them feel uncomfortable or unsafe and can report abuse and get help. Lots of children start puberty before they leave primary school so it is important that pupils know what to expect before it happens.

The programme will be taught objectively and does not intend to promote any form of sexual orientation. However, Relationships and Sex Education absolutely must be inclusive and relevant. The following points are just some of the features of contemporary society which need to be acknowledged:

- Some parents/carers are in same-sex relationships
- Some children are adopted
- Some children have special educational needs or disabilities and may have different concerns and questions from their peers
- There are many different family structures
- Some children may live with domestic violence
- Some children may already 'feel different' about their sexuality
- Children of primary school age are known to have participated in 'sexting'
- The age at which some children reach puberty is as young as 9
- Religious and cultural differences need to be accommodated
- Access to pornography and harmful material is easier than ever
- The illusion of the perfect body still persists in the media and pressurises young boys as well as young girls

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

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

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

## 2.Scope of Policy

2.1 This policy applies to all stakeholders. It sets our approach to RSE

## 3.Reason for Review

3.1 This is a new policy updated from the existing RSE policy, in line with new government guidelines.

## 4.Policy Development

4.1 Review – key staff have worked on the development of the curriculum throughout the last academic year and included relevant national and local guidance

4.2 Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

4.3 Parent/stakeholder consultation – parents and any interested parties were invited to view and make comments and suggestions about the policy

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

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

## 5. Statutory requirements

From Summer term 2021, Relationships education is compulsory in all primary schools and Relationships and Sex Education is compulsory in all secondary schools. As a Primary academy school we must provide RSE 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 Hawthorns School we teach RSE as set out in this policy

## 6. What is Relationships and Sex Education?

The aims of the relationship and sex education (RSE) at our school are to support pupils to

- learn about positive emotional and mental wellbeing
- understand the importance of family life
- understand, form and maintain appropriate relationships of all kinds with peers, family members, carers and friends
- understand and learn social boundaries i.e. what is acceptable and what is unacceptable
- to understand the feelings, they may have and how to express them appropriately
- develop an understanding of self-respect, confidence, and empathy
- to enable pupils to know their rights and responsibilities
- increase self-awareness
- provide a framework in which sensitive discussions can take place
- develop the ability to make informed choices and decisions and develop assertiveness skills
- teach the correct vocabulary to describe themselves and their bodies
- be aware of and have some understanding of the ways their bodies work and change as they grow and the importance of health and hygiene
- help pupils understand themselves better and to encourage independence through clear practical information and guidance
- help pupils develop the skills to recognise and reduce the risk of abuse and exploitation
- to identify sources of appropriate information and facilities for personal support
- develop an individual knowledge and understanding of the risks involved in particular behaviours, including internet use in this context.

## 7. Curriculum

RSE is lifelong learning taught within our Personal, Social, Health and Economic education curriculum but also woven into everyday school life. Our curriculum is set out in Appendix 1 and 2 but we may need to adapt it as and when necessary. Some aspects will also be covered through our

- Science curriculum
- Computing and E-Safety curriculum
- Assemblies
- Circle times
- Stories
- PE (health and hygiene)

Biological aspects of RSE are taught within the science curriculum. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. As a school we determine whether we need to cover any additional content on sex education to meet the needs of our pupils.

Comprehensive relationship education has been shown to help keep children safe by allowing them to understand appropriate and inappropriate touching, to realise that their body is fantastic and belongs to them. It is about building the foundations of an understanding of consent and personal boundaries; in that no one has the right to touch you in a way you don't like but also the difference between public and private behaviours. It is important for children to know the names and functions of their body and to be reassured it is natural to be curious about them. By teaching children the correct terms for their private parts, children are proven to be safer from abuse. In addition, we believe comprehensive relationship education helps children to develop their vocabulary and emotional literacy to enable them to talk about and manage their feelings. It helps children build their own support networks and have the confidence to ask for help when they feel unsafe. This is a required element of the Health Education Guidance.

**Relationships education** will focus 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

**Sex education** will focus on teaching what is covered in the science curriculum (at a simple level appropriate to the children's understanding) as well as supporting boys and girls to understand about physical development, what puberty involves and that they will all develop at different times and rates and this is normal. They will also be supported to understand that emotional changes are a normal part of puberty.

As part of the science curriculum, children learn that animals, including humans, have offspring which grow into adults and that in most animals including humans the baby grows inside the mother. They learn about the changes as humans develop to old age.

We have developed the curriculum in consultation with parents, pupils and staff, considering 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.

For more information about our curriculum, see our curriculum map in **Appendix 2**

### **8. Menstruation**

We recognise that the onset of menstruation can be a confusing or distressing time for girls if they are not prepared. As a school we acknowledge we have a responsibility to prepare them for menstruation and make adequate and sensitive arrangements to help them manage their period. We will make every reasonable effort to support children to access their education during their period and enjoy school.

Puberty is occurring earlier than ever before, and it is now not uncommon for children to start their periods whilst in primary school. For this reason, we deliver puberty lessons to girls in year 5 & 6. As part of these lessons they will be supported to understand about menstruation and there will be a simple discussion of what periods are, explanation of other symptoms associated with periods, how they can be managed hygienically, and sensitively. During lessons where puberty and menstruation are discussed, we will highlight the location of sanitary bins available in school, and how these are to be used. In school we have a menstruation kit available which contains sanitary products, spare underwear and plastic bags to wrap up underwear should there have been any accidents. Children will be made aware of how they can be accessed. When school trips or residential visits are arranged, provisions to deal with a child's period needs to be considered and added to the risk assessment and planned for.

### **9. Transition to Secondary school**

The transition phase before moving to secondary school will support pupils' ongoing emotional and physical development effectively tailored to the age and the physical and emotional maturity of our pupils. It will ensure that both boys and girls are prepared for the changes that adolescence brings. We will consult with parents before the final year of primary school about the detailed content of what will be taught. This process will include offering parents support in talking to their children about bodily changes and how to link this with what is being taught in school. Meeting these objectives will take account of the developmental differences of children.

We will ensure that the teaching and materials are appropriate having regard to the age, maturity needs, disabilities and religious backgrounds of our pupils.

### **10. Delivery of RSE**

RSE is taught specifically within the personal, social, health and economic (PSHE) education curriculum but much of it is woven into all areas of school life. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

- Lessons may be taught in gender-segregated groups dependent upon the nature of the topic being delivered at the time
- Older Pupils may receive stand-alone sex education sessions delivered by a trained health professional e.g school nurse who may deliver lessons with support from class staff. Parents will be informed when these lessons will take place and the content of them
- Resources used will be appropriate for the needs of the children.

- Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils.
- Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.
- Teaching will revisit, re-enforce, consolidate and generalise previous learning.
- Teaching may focus on one aspect or a limited number of aspects within each stage.
- Teaching will re-visit content through cross-curricula learning and other activities in school e.g whole school themed weeks/days.
- Teaching will provide opportunities both in and out of school to promote physical, social and emotional understanding
- Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.
- The programme will be designed as to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles.
- Teaching will focus on the importance of healthy relationships 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).though sensitivity will always be given as to not stigmatise pupils on the basis of their home circumstances.

## **11. Roles and responsibilities**

### **The governing board**

The governing board 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**

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 headteacher. All staff are responsible for teaching RSE in our school.

### **Pupils**

Pupils are supported to engage at an appropriate level in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## **12.Procedures and practice (Parents right to withdraw)**

The RSE curriculum is based around a modular programme, incorporating national guidelines. It is supported by the underlying philosophy embedded in the values and attitudes upheld in New Bridge Multi Academy Trust (MAT).

Parents do not have the right to withdraw their children from Relationships Education or Health Education (DfE Relationships and Sex Education and Health education Statutory Guidance 2019)

However, we understand that the teaching of some aspects of the programme may be of concern to some parents/carers. We respect the legal right of parents/carers to withdraw their child from all or part of any sex education programme if we choose to include this in our curriculum, except for those statutory parts included in the science national curriculum.

The PSHE lead will discuss with parents to ensure they understand the nature and purpose of the curriculum and any decision to withdraw a pupil will be respected and recorded. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

However, the school would strongly recommend that all pupils have access to these lessons and staff are happy to discuss any details with parents.

## **13.Working with external agencies**

External agencies can enhance the delivery of Relationships and Sex Education. We will ensure:

- Visitors have undergone appropriate safeguarding checks
- School staff will request to see the materials visitors plan to use so they can ensure they are suitable to meet the needs of the pupils
- The content and method of delivery is age appropriate and has been discussed with class staff/PSHE lead
- Visitors are aware of how to report safeguarding concerns
- Visitors will always be supported by class staff

## **14.Equal opportunities**

*14.1.* We aim to provide an environment that is free from discrimination on any grounds including gender, race, ethnicity, colour, nationality, disability, sexual orientation, age and religious or political belief.



14.2. Our curriculum must be accessible for all pupils with SEND, content and teaching tailored to meet their individual needs and delivered with sensitivity and respect. We believe that pupils will benefit from an approach which recognises that learners may be at different stages of emotional, social, physical, personal and intellectual growth and therefore may require their opportunities to learn to be adapted within the same curriculum.

14.3. When teaching RSE we acknowledge that individual families will have their own cultural diversity and ethos in relation to human sexuality and sexual relationships. We cannot deliver individualised moral guidance to pupils but will ensure that the RSE delivered is never value free and we will support parents in how best they may approach moral issues with their child if they wish.

14.4. We support the right of all pupils and staff to equal access and chances, regardless of ethnicity, gender, social circumstances, ability / disability, belief, age or sexuality.

#### **15. Health and safety**

Health and Safety issues are described fully in the school Health and Safety Policy. It is the responsibility of each adult to report health and safety issues without delay.

#### **16. Professional Development**

All staff are provided with training opportunities to deliver the curriculum where appropriate. Training needs will be identified and discussed with the Training and Development Director. All staff responsible for organising and implementing discrete RSE throughout the school are provided with the opportunity to attend relevant courses.

#### **17. Confidentiality**

Parents are kept informed of the content of the RSE curriculum. Children's individual needs will not be discussed in a classroom setting, fictitious examples are used. Teachers maintain confidentiality as far as is possible, but Child protection concerns would override all other consideration including confidentiality.

#### **18. Child Protection Procedures**

Our Child Protection policies and procedures are in a separate document and staff will follow these procedures if a child discloses information or displays behaviour that may cause the member of staff concern.

#### **19. Sources and references**

This policy is compliant with and should be read in conjunction with the following guidance:

- Sex and Relationship Guidance DfE 0116/2000
- Relationships Education, Relationships and sex Education (RSE) and Health Education Statutory Guidance. Feb 2019
- SEND code of practice
- Equality Act 2010

- KCSIE 2020
- Mental Health and Behaviour in schools
- Hawthorns Mental Health and Wellbeing Policy
- Hawthorns Physical Health and Wellbeing Policy
- Hawthorns Anti-bullying Policy
- Hawthorns Behaviour Policy
- Hawthorns Safeguarding and Child Protection Policy
- Curriculum Policies (PSHE, Science)
- Hawthorns E-safety Policy
- Hawthorns SMSC policy

### Resources

**NSPCC PANTS** - an excellent safety resource for all ages. Parents can also use this with their child.

### **PSHE Association Planning Framework for pupils with SEND**

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/pshe-education-planning-framework-pupils-send-key>

## **20. Monitoring arrangements**

*20.1* The delivery of RSE is monitored by the PSHE lead through the MAT's accountability framework.

*20.2* There will be termly scrutiny of planning and learning walks

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

*20.4* This policy will be reviewed by the PSHE lead every 2 years. At every review, the policy will be approved by the governing board. Any changes to the policy will be clearly communicated to all members of staff involved in the programme.

## Appendix 1: Curriculum overview for RSE

**Early Years Foundation Stage (EYFS):** Personal, Social and Emotional Development is a prime area of learning. Through the EYFS Curriculum children are taught to play cooperatively, taking turns with others, and learn to show sensitivity to others' needs and feelings. Children are shown how to form positive relationships with adults and other children and they talk about how they and others show feelings. Whilst learning about "Understanding the World", children learn that others do not always enjoy the same things and they are taught about similarities and differences between themselves and others, and among families, communities and traditions. Children make observations of animals and plants and explain why some things occur, and talk about changes. The topics in our curriculum are broken down into specific areas that will be taught appropriate to pupils' level of understanding. For some pupils, teaching may only focus on one key stage to ensure the individual needs of the pupils are fully met.

**Key Stage 1** Through the Science curriculum children learn to identify, name, draw and label the basic parts of the human body. They find out about life cycles of some animals and notice that animals, including humans, have offspring which grow into adults. Through the PSHE and RE syllabus, children reflect on family relationships, different family groups and celebrations and how to form healthy relationships with others. Children learn about the importance of personal hygiene to maintain good health and about personal safety.

**Key Stage 2** Through the Science curriculum children build on their knowledge of life cycles and learn to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Children are taught to describe the life process of reproduction in some plants and animals and find out about different types of reproduction, including plants, and animals. Children learn to describe the changes as humans develop to old age and they are taught to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Through the Computing curriculum, some children may learn about appropriate use of social media, cyber-bullying with specific reference to secondary school and what to do if they are asked to send inappropriate content via a social media platform. This supports the children in preparation for their secondary school transition and for the demands of social media. Through the PSHE and RE syllabus, children continue to develop an understanding of relationships within a family; between friends and the community, and that there are different patterns of friendship. They develop the skills needed to form relationships and to respect other people's emotions, feelings and differing attitudes. They consider how to make simple choices and exercise some basic techniques for resisting pressures.

In accordance with the DfE's 'Sex and Relationship Education Guidance' 2000, there are certain aspects of sex and relationship education which are compulsory for pupils to learn as they progress through the key stages.

The key areas to address are:

- physical development (e.g. learning the correct names for body parts and the changes puberty brings),
- emotions (e.g. how to manage feelings),

### Science Curriculum

Primary science includes learning about parts of the body, growth, reproduction, life cycles and ageing. Pupils should also learn about the changes experienced in puberty.

Key Stage 1 science includes pupils being taught to name external genitalia. This is vital for safeguarding, so that a child has the language to describe the private parts of their body, and to seek help if they are abused.

Science curriculum	Pupils must be taught:
<b>Key stage 1</b>	<ul style="list-style-type: none"> <li>• That animals, including humans, move, feed, grow, use their senses and reproduce.</li> <li>• To recognise and compare the main external parts of the bodies of humans. identify, name, draw and label the basic parts of the human body</li> <li>• That humans and animals can produce offspring, and they grow into adults.</li> <li>• To recognise similarities and differences between themselves and others know the differences between boys and girls.</li> <li>• To treat others with sensitivity.</li> </ul>
<b>Key stage 2</b>	<ul style="list-style-type: none"> <li>• That nutrition, growth and reproduction are common life processes for humans and other animals.</li> <li>• About the main stages of the human life cycle- that humans reproduce and produce offspring</li> <li>• Women have babies and that in most animals, it is also the female that has babies</li> </ul>

## Department for Education age related expectations – for guidance only

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

TOPIC	PUPILS SHOULD KNOW
<b>Families and people who care about me</b>	<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>• 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>• To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</li> <li>• To identify common features of family life</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> <li>• to understand the roles different people (e.g. acquaintances, friends and relatives) play in our lives</li> <li>• to identify the people who love and care for them and what they do to help them feel cared for</li> <li>• how to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</li> <li>• understand that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</li> <li>• to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</li> </ul>

TOPIC	PUPILS SHOULD KNOW
<b>Caring friendships</b>	<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>• Simple strategies to resolve arguments between friends positively</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>
<b>Respectful relationships</b>	<ul style="list-style-type: none"> <li>• What is kind and unkind behaviour, and how this can affect others</li> <li>• How to talk about and share their opinions on things that matter to them</li> <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>

TOPIC	PUPILS SHOULD KNOW
<b>Digital resilience and Online relationships</b>	<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 to recognise ways in which the internet and social media can be used both positively and negatively to communicate and find things out</li> </ul>
<b>Being safe</b>	<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>

The content of our curriculum is divided into terms and key stages but this is for guidance only and staff will teach to meet the individual needs of pupils in their class, regardless of age.

- Ash/Oak /Beech/Holly/Buds/Elm/Rowan/Cherry/Elder will focus on some or all of the EYFS /Key Stage 1 curriculum. Many areas will be re-visited to embed key understanding
- Blossom/Willow/ Chestnut/Maple/Sycamore will focus mainly on the Key Stage 2 curriculum but will revisit much of the Key stage 1 curriculum to embed prior learning.

## Appendix 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Relationships theme	<b>Being Me in My World. Families and People who care for me</b>	<b>Getting on and Falling out Caring Friendships</b>	<b>Dreams and Goals. Respectful relationships</b>	<b>Being Me in the World around me Online Relationships</b>	<b>Healthy Me. Being Safe</b>	<b>Changing Me. Being Safe</b>
<b>EYFS Key Stage 1 Relationships</b>	<p>Getting to know each other</p> <p>To recognise what is meant by family- identify the people in their family</p> <p>To recognise that families are important but are all different</p> <p>To identify some common features of family life</p> <p>Identify people who are special to us and what they do to help us feel loved and cared for</p> <p>To know who to tell if something about our family makes us unhappy or worried</p>	<p>Recognise similarities and differences between self and others</p> <p>Ways to play and work cooperatively</p> <p>Recognise that behaviour that hurts bodies and feelings is wrong</p> <p>To recognise that my behaviour affects others</p> <p>To recognise basic feelings.</p> <p>The importance of friendship, how to make friends and what makes a good friendship</p> <p>Simple strategies to resolve arguments between friends</p> <p>To know and use the conventions of courtesy and manners</p> <p style="text-align: right;"><b>Link: Anti-Bullying Week</b></p>	<p>Hopes for the future/jobs</p> <p>Gender stereotypes -to understand that boys and girls can do the same tasks and enjoy the same things.</p> <p>To know what is kind/unkind behaviour and how this can affect others</p> <p>The importance of respecting others, even when we are different from them</p> <p style="text-align: right;"><b>Link: New Year Resolutions</b></p>	<p>Rules for keeping safe on-line- recognising risks, harmful contact and knowing who can help.</p> <p style="text-align: right;"><b>Link : Internet Safety week</b></p>	<p>Awareness of the boundaries that are appropriate in friendships.</p> <p>Keeping safe out and about and knowing who can help</p> <p>The concept of privacy and that's it is not always right to keep secrets if they relate to being safe</p> <p style="text-align: right;"><b>Link: Sports/health week</b></p>	<p>Accepting differences and respecting themselves as well as others.</p> <p>Preparing for transition to new class</p> <p style="text-align: right;"><b>Link:Transition to new class</b></p>



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Relationships theme	<b>Being Me in My World.</b> Families and People who care for me	<b>Getting on and Falling Out</b> Caring Friendships	<b>Dreams and Goals</b> Respectful relationships	<b>Being Me in the World around me</b> Online Relationships	<b>Healthy Me.</b> Being Safe	<b>Changing Me.</b> Being Safe
<b>EYFS/Key Stage 1 My Body</b>	<p>To recognise similarities and differences between themselves and others and know the differences between boys and girls (Science)</p> <p>To begin to recognise the main external parts of the body (Science)</p> <p>To recognise /describe the differences between boy and girl babies</p>		<p>To introduce the concept of growing and changing- babies become children then adults.</p> <p>To begin to understand that all living things including female humans can produce babies and they grow into adults (Science). This is part of the lifecycle.</p> <p>To understand what babies, need to live and grow</p> <p>To develop independence -I can begin to look after myself -wash/dress</p>		<p>Body awareness: To identify key stages in the human life cycle</p> <p>To recognise some ways we have changed since being a baby</p> <p>The importance of hygiene-how to keep clean</p> <p>To understand which areas of the body are private and should not be touched, and who they can talk to if they are worried or upset about anything.</p> <p>NSPCC Underwear rule</p> <p>To recognise the function of clothing to make us look nice/keep warm and keep certain body parts private</p> <p>Recognise changes of feelings as we get older and how to cope with them</p> <p><b>Links to: Sports/Health week. Transition to new class/school</b></p>	

Relationships theme	<b>Autumn 1</b> <b>Being Me in My World</b> Families and People who care for me	<b>Autumn 2</b> <b>Getting on and Falling out</b> Caring Friendships	<b>Spring 1</b> <b>Dreams and Goals.</b> Respectful relationships	<b>Spring 2</b> <b>Being Me in the World around me</b> Online Relationships	<b>Summer 1</b> <b>Healthy Me.</b> Being Safe	<b>Summer 2</b> <b>Changing Me.</b> Being Safe
Whole school links		National Anti- Bullying week	New Year resolutions	Internet Safety Week	E Safety curriculum	Sports/Health week
<b>KS2 Relationships</b>	<p>To recognise there are different types of families from my own, and these differences need to be respected.</p> <p>To be aware of and understand the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>To recognise the importance of commitment to each other, including in times of difficulty</p> <p>To recognise the importance of care and spending time with each other within a family</p>	<p>To recognise how to play and work cooperatively</p> <p>To recognise the ways in which they are the same and different to others</p> <p>How to recognise if a friendship is making them feel happy or sad</p> <p>To recognise that friendships, have their ups and downs and these can be worked through</p> <p>To understand why teasing or name - calling is not acceptable</p> <p>To identify what we can do if others are</p>	<p>Hopes for the future/jobs</p> <p>Ways to support or improve respectful relationships</p> <p>To appreciate that everyone needs to be cared for- identify ways to show care to others</p> <p>In school and wider society, they can expect to be treated with respect by others and in turn they should show due respect to others including those in position of authority</p>	<p>To recognise that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>To know that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable</p> <p>How information and data is shared and used online.</p> <p>Where to get help and advice for self and others</p> <p>Appropriate boundaries for friendships including online.</p>	<p>To know how to recognise and respond if physical contact makes them feel uncomfortable or unsafe</p> <p>How to respond safely and appropriately to adults</p> <p>How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met.</p> <p>To know there are situations when they should ask for permission and also when their</p>	<p>Preparing for transition to new class/school.</p> <p>How to recognise who to trust and who not to trust</p> <p>How to get help and advice.</p> <p>To understand they have choices that are affected by different factors</p> <p>To know basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>Repairing and strengthening relationships.</p> <p>To know what to do if they feel unsafe or</p>

	<p>To understand the importance of respecting ourselves and others</p> <p>How to seek help and advice.</p> <p>How to recognise healthy and unhealthy relationships.</p> <p>Developing a positive image and self-esteem</p>	<p>excluding us or being unkind</p> <p>The conventions of courtesy and manners</p> <p>To understand how people may feel if they experience hurtful behaviour or bullying</p> <p>To identify trusted adults to tell if we think we or others are being bullied</p> <p>How to recognise who to trust and who not to trust, how to judge relationships and manage conflict.</p>	<p>To know who they can talk to at home and in school.</p> <p>How to talk about and share their opinions on things that matter to them</p> <p>To recognise what a stereotype is and how they can be unfair, negative or destructive</p> <p>About different situations and scenarios represented in the world around them (e.g. About what terms such as “gay” mean, as and when these terms arise and same sex parents).</p> <p>That two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership.</p>	<p>The importance of permission seeking and giving in relationships</p> <p>How to report concerns or abuse</p>	<p>permission should be sought</p> <p>To know about the importance of not keeping adults’ secrets (only happy surprises that others will find out about eventually)</p> <p>To know who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p>To know the importance of looking after themselves physically and emotionally</p>	<p>worried for themselves or others</p> <p>To identify things they are looking forward to about growing up and that growing up brings responsibilities</p>
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Relationships theme	<b>Autumn 1</b> <b>Being Me in My World</b> Families and People who care for me	<b>Autumn 2</b> <b>Getting on and Falling out</b> Caring Friendships	<b>Spring 1</b> <b>Dreams and Goals.</b> Respectful relationships	<b>Spring 2</b> <b>Being Me in the World around me</b> Online Relationships	<b>Summer 1</b> <b>Healthy Me.</b> Being Safe	<b>Summer 2</b> <b>Changing Me.</b> Being Safe
<b>KS2 My Body</b>	<p>To recognise, name and compare main external parts of bodies using biological names (penis, vagina, testicles, breasts)</p> <p>To know the different words families have for body parts</p>	To understand personal space	<p>To know that nutrition, growth and reproduction are common life processes for humans and other animals (Science)</p> <p>Describe some things we can do now that we couldn't do when we were younger</p>	<p>To explore the main stages of the human lifecycle and that humans reproduce and have babies</p> <p>To know that humans have babies and that in most animals it is the female that has babies (Science)</p> <p>Understand that bodies need to change as we get older so we can have babies</p>	<p>To know that our body is private to us</p> <p>NSPCC Underwear rule</p> <p>Recognise safe and unsafe physical touch. and how to deal with unwanted touch.</p> <p>Identify when /how /who to ask for help.</p> <p>Importance of physical hygiene as we get older</p> <p>To begin to recognise manage and understand changes in our bodies as we go through puberty</p> <p>Menstruation/body talk for Y5/6</p> <p>Link:Sports/Health week</p>	<p>Key facts about puberty and changing bodies, including physical and emotional changes and how they may feel</p> <p>Expressing and managing feelings linked to body changes</p> <p>About what to expect in secondary school and to discuss any worries that they might have about this transition.</p> <p>Link:Transition to new school/class</p>

## Appendix 3

Dear Parent/carer,

### **RE: Sex and Relationship Education at Hawthorns School**

At Hawthorns School we believe that it is important to provide our pupils with a thorough and balanced curriculum, including age-appropriate information about sex and relationships.

The details of what will be taught to the various year groups is detailed in our Sex and Relationship Education Policy, which can be accessed on our school website [www.hawthornsschool.org](http://www.hawthornsschool.org), or in hard copy via our office.

However, only aspects of the science national curriculum are compulsory for pupils to learn. Therefore, as parents/carers, you are entitled to request that your child be removed from any sex education lessons if we choose to teach this.

Such requests should be submitted to myself, the headteacher, who will discuss this with you and your child's teacher and determine an appropriate substitute for these lessons. In most instances, children will be provided with alternative activities which they can complete under the supervision of another member of staff.

If you have any concerns or queries about your child's participation in these lessons, please do not hesitate to contact either myself or your child's class teacher to discuss these.

Yours sincerely,

Pierre Coiffait  
Headteacher

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

