

St Bartholomew's C of E Primary School



Relationships and Sex Education Policy

Reviewed: December 2023

Reviewed in brief and annually

Next full review and consultation: December 2025

Aims

At St Bartholomew's we are committed to safeguarding and promoting the welfare of pupils.

St Bartholomew's Primary School takes its responsibility to provide relevant, effective and responsible RSE to all of its pupils as part of the school's personal, social, health education (PSHE) curriculum very seriously. We do this through our 'Growing Up and Relationships' units. The school wants parents/carers and pupils to feel assured that RSE will be delivered at a level appropriate to both the age and development of pupils, and safe to voice opinions and concerns relating to the RSE provision.

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the medical, anatomical or biological vocabulary to describe themselves and their bodies

Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017.

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

We also teach the statutory Health Education aspects of the PSHE curriculum as detailed in Statutory guidance on relationships education, relationships and sex education (RSE) and health education September 2021

At St Bartholomew's Primary School we teach RSE as set out in this policy.

Policy development

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

1. Draft and Review – the PSHE Leaders, in consultation with school staff, governors and Headteacher and relevant information including relevant national and local guidance.
2. Parent/carer/stakeholder consultation – parents, carers and any interested parties were invited to attend a meeting about the policy.
3. Ratification – once amendments were made, this policy was approved and adopted by the Headteacher and Governing Body.

The member of staff responsible for overseeing and reviewing this policy is Collette Lawson. It will be reviewed briefly annually and in full every 2 years, or in line with new legislation, or in the event of any issues arising between these times.

We are committed to the ongoing development of PSHE in our school. We will use the following indicators to monitor and evaluate progress:

- a coordinated and consistent approach to curriculum delivery has been adopted, with support from the Health & Wellbeing Service.
- the content of the RSE curriculum is flexible and responsive to pupils' differing needs which are gathered at least annually through the use of pupil perception data such as the My Health My School Survey (Year 3, 4, 5 and Year 6).
- children are receiving an entitlement curriculum for RSE in line with national and local guidance.
- there are clearly identified learning objectives for all RSE activities and pupils' learning is assessed using both formative and summative approaches.
- policy and practice is revised regularly and involves staff, governors, parents/carers and, where appropriate, pupils.
- opportunities are provided for parents/carers and members of our community to consider the purpose and nature of our RSE, for example, through parent/carer information sessions.
- a variety of methods are employed to communicate the key points of the policy and curriculum to the community.

Relationship to other policies

This policy links to:

- Anti-bullying
- Assessment, Recording and Reporting
- Attendance (in particular in relation to FGM)
- Behaviour
- Child Protection/Safeguarding Children (including FGM)
- Confidentiality
- Drug Education
- Equal Opportunities
- Online safety/IT
- First Aid
- Health & Safety
- PHSE
- Pastoral
- Science
- SEN/Inclusion
- Teaching and Learning
- Visitors in School

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.

A comprehensive programme of RSE provides accurate information about the body, reproduction. It also gives children and young people essential skills for building positive, enjoyable and non-exploitive relationships and staying safe both on and off line.

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

RSE is not about the promotion of sexual activity.

The principles of high quality RSE in our school

Relationships and Sex Education:

- is a partnership between home and school.
- ensures pupils' views are actively sought to influence lesson planning and teaching.
- starts early and is relevant to pupils at each stage in their development and maturity.
- is taught by people who are confident in talking about issues such as healthy and unhealthy relationships, equality, respect, abuse, sexuality, gender identity, sex and consent.

- includes the acquisition of knowledge, the development of life skills and respectful attitudes and values.
- has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services.
- helps pupils understand on and offline safety, consent, violence, harassment and exploitation.
- is both medically and factually correct and treats sex as a normal fact of life.
- is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience.
- uses active learning methods, and is rigorously planned, assessed and evaluated.
- helps pupils understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media.
- teaches pupils about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations.
- promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs.

Overall school aims for RSE

Our approach to RSE consists of a comprehensive and developmental programme of teaching and learning, which is delivered in the context of a Healthy School where the health and wellbeing of pupils and the whole school community are actively promoted. Our RSE programme has a positive influence on the ethos, learning and relationships throughout the school. It is central to our values and to achieving our school's stated aims and objectives. Our RSE programme helps pupils to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future.

Through the provision outlined in this policy, the school's overall aims of RSE are to teach and develop the following three main elements:

Attitudes and values:

- learn the importance of values and individual conscience and moral considerations.
- learn the value of family life, marriage, and stable and loving relationships for the nurture of children.
- learn the value of respect, love and care.
- explore, consider and understand moral dilemmas.
- develop critical thinking as part of decision-making.

Personal and social skills:

- learn to manage emotions and relationships confidently and sensitively.
- develop self-respect and empathy for others.
- develop respect for others and their rights, including those around consent.
 - learn to make choices based on an understanding of difference and with an absence of prejudice.
 - develop an appreciation of the consequences of choices made.
 - manage conflict.
 - learn how to recognise and avoid exploitation and abuse.

Knowledge and understanding:

- learn and understand physical development at appropriate stages.
- understand human sexuality, reproduction, sexual health, emotions and relationships.
- ensure that staff teaching RSE remain neutral in their delivery whilst ensuring that pupils always have access to the learning they need to stay safe, healthy and understand their rights as individuals.

The aim of RSE is NOT to:

- encourage pupils to become sexually active at a young age
- promote a particular sexual orientation
- sexualise children

The wider context of RSE

The school's RSE programme will:

- be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.
- be an entitlement for all pupils, including those with additional learning and language needs.
- be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness.
- recognise that family is a broad concept; not just one model, e.g. nuclear family.
- encourage pupils and teachers to share and respect each other's views with cultural awareness and sensitivity.
- ensure pupils are aware of different approaches to sexual orientation, without promotion of any particular family structure.
- recognise that parents/carers are the key people in teaching their children about relationships, sex and growing up.
- work in partnership with parents/carers and pupils, consulting them about the content of programme.
- work in partnership with other health professionals and the wider community.

RSE contributes to:

- a positive ethos and environment for learning.
- safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school.
- a better understanding of diversity and inclusion, a reduction in gender-based and homophobic, biphobic, transphobic (HBT) prejudice, bullying, violence and harassment and an understanding of the difference between consenting and exploitative relationships.
- helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice.
- reducing early sexual activity, sexual exploitation and abuse, domestic abuse and bullying.

Curriculum

We have developed the curriculum in consultation with parents/carers, governors, 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 that they are fully informed and don't seek answers online.

Primary sex education will focus on:

- How a baby is conceived and born.

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 RSE. Pupils are also taught about puberty linked to this through the Health Education part of our PHSE lessons.

Relationships education focuses on teaching the fundamental building block and characteristic of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

i) Curriculum organisation

How is the RSE curriculum organised and delivered in school?

Pupils receive their entitlement for RSE through a spiral curriculum which demonstrates progression. The RSE programme is delivered through a variety of opportunities including:

- designated RSE time- see PSHE Long Term Plan (You, Me, PSHE).
- use of external agencies/services where appropriate.
- school ethos.
- small group work.
- cross curricular links e.g. science.
- Assemblies.
- after the appropriate science unit has been taught, so that children have the necessary skills and understanding to be able to access the RSE lessons.

ii) Working with visitors and other external agencies

Where appropriate, we may use visits and visitors from external agencies or members of the community to support RSE. This is an enrichment of our programme and not a substitute for our core provision which is based upon the strong relationships between teachers and pupils. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupil's perceptions. When visitors are used to support the programme, the school's policy on use of visitors will be used. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy, and any other relevant policies, and expected to comply with the guidelines outlined within it. Our partnership with the local community is also a priority and we recognise and value its contribution to the RSE programme.

Before involving visitors in any aspect of RSE, teachers should ensure that: the visitor understands about appropriate confidentiality, about our values and approach to the educational programme and about Keeping Children Safe in Education – our statutory safeguarding duty

- there is appropriate planning, preparatory and follow up work for the sessions
- the visitor understands the emotional, intellectual, cultural, religious, social and ability level of the pupils involved, including where there may be a specific issue relating to child protection.
- the teacher needs to be part of the experience in order for the pupils to value the lessons and to build on the pupils' learning after the session/s as well as answer any questions the pupils may subsequently have.

iii) Inclusion, equality and diversity

All pupils, whatever their experience, background and identity, are entitled to quality RSE that helps them build confidence and a positive sense of self, and to stay healthy. All classes include pupils with different abilities and aptitudes, experiences, religious/cultural backgrounds, gender and sexual identities. To encourage pupils to participate in lessons, teachers will ensure content, approach and use of inclusive language reflects the diversity of the school community and helps each and every pupil to feel valued and included in the classroom. The teacher and the children will also remind themselves of the Ground Rules for PSHE and discuss using the 'Ask it Basket' for question they may not wish to share in class.

We promote the needs and interest of all pupils. The school's approaches to teaching and learning take into account the ability, age, readiness and cultural backgrounds of the pupils to ensure all can access the full RSE provision. We promote social learning and expect our pupils to show a high regard for the needs of others. RSE is an important vehicle for addressing both multicultural and gender issues and ensuring equal opportunities for all.

Responding to pupils' diverse learning needs:

Considerations will be made for:

- religious and cultural diversity
- differing gender needs and abilities, including SEND
- diverse sexuality of pupils
- homophobic/transphobic/biphobic bullying and behaviour
- pupil's age and physical and emotional maturity
- pupils who are new to English
- pupils who are under the care of the Designated Safeguarding Leads.

Ethnicity, religion and cultural diversity:

Our RSE curriculum is designed to reflect the law (including the Equality Act 2010) as it applies to relationships, so that our young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make. Our policy values the different backgrounds of all pupils in school and, in acknowledging and exploring different views and beliefs, seeks to promote respect and understanding. We encourage respect for all religions and cultures. We do not ask pupils to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

Single gender groups:

Our policy is sensitive to the needs of different groups. For some pupils, it may be more appropriate for them to be taught particular topics in single gender groups.

We will consult parents/carers and pupils both on what is included, and on how it is delivered. If single gender groups are used for pupils, they will always be given time after the sessions to come together in a controlled environment to share and discuss what they have learnt, before leaving the classroom.

Single gender groups, with 2 teachers per class, for RSE will typically begin in Year 4 (where possible) unless needs of the children dictates otherwise.

Special educational needs, children with disabilities and learning difficulties:

RSE helps all pupils understand their physical and emotional development and enable them to make positive decisions in their lives. We ensure that all pupils receive RSE and we offer provision appropriate to the particular needs of our pupils, taking specialist advice where necessary. Staff will differentiate lessons to ensure that all members of the class can access the information fully. The school will use a variety of different strategies to ensure that all pupils have access to the same information.

Sexual identity and sexual orientation:

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice, including homophobia, and promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010.

We will deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Pupils, whatever their developing sexuality need to feel that RSE is relevant to them. Teachers will never assume that all intimate relationships are between opposite sexes. All sexual health information will be inclusive and will include LGBT people in case studies, scenarios and role-plays. We will ensure boys and girls can explore topics from a different gender's point of view, and a variety of activities, including practical tasks, discussions, group activities and competitions.

Answering questions

We acknowledge that sensitive and potentially difficult issues will arise in RSE as pupils will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for RSE. As a first principle, we answer questions relating to taught, planned curriculum for that age group to the whole class. We answer questions relating to areas beyond the taught, planned curriculum for that age

group, in a sensitive and age appropriate way. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHE leader/ Child Protection Officer. Questions may be referred to parents/carers if it is not appropriate to answer them in school. We may use a question box where questions may be asked anonymously.

When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibilities of abuse or risk of harm, teachers will pass this information to the designated person for safeguarding and child protection immediately - in line with school policy and procedures.

Staff training has included sessions on how to deal with difficult questions. Agreed phrases, where appropriate, will be used in response to difficult questions and these have been created by all staff *[for example, 'I can only answer question on the content of this lesson' or 'That is something that may be covered later on' or 'I can't answer that question, but you could ask your parents/carers']*

A working agreement is essential when discussing sensitive subject matters. Staff will establish clear parameters about what is appropriate and inappropriate in a whole-class setting by for example:

- pupils will be encouraged to write down questions, anonymously if desired, and post them in an ask-it basket.
- staff will have time to prepare answers to all questions before the next session, and will choose not to respond in a whole-class setting to any questions that are inappropriate or need one-to-one follow up.
- if a verbal question is too personal, staff will remind the pupils of the working agreement.

Roles and responsibilities

The Governing Body

The Governing body will hold the Headteacher to account for the implementation of this policy.

The Governing Body has delegated the approval of this policy to the Pupil Support Committee although on the FGB structure reads it too. The governing body have played an active role in the development

The Headteacher

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

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Pupils

All pupils:

- are expected to attend the statutory National Curriculum Science elements of the RSE curriculum.
- should support one another with issues that arise through RSE.
- will listen in class, be considerate of other people's feelings and beliefs and comply with the working agreement that is set in class.
- will be made to feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to RSE or otherwise.
- will be asked for feedback on the school's RSE provision [*annually*] and be expected to take this responsibility seriously; opinions on provision and comments will be reviewed by the lead member/s of staff for RSE and taken into consideration when the curriculum is prepared for the following year's pupils.

Parents/carers

The school will:

- keep parents/carers informed about all aspects of the RSE curriculum, including when it is going to be delivered.
- gather parent /carers' views on the policy and take these into account when it is being reviewed.
- provide access to useful resources and information (web links and book lists) being used in class and do everything to ensure that parents/carers are comfortable with the education provided to their children in school through information letters.
- share the key learning objectives for each RSE unit, the terminology being used and key questions that are anticipated to arise.
- expect parents/carers to share the responsibility of RSE and support their children's personal, social and emotional development.
- encourage parents/carers to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through RSE.
- provide support and encourage parents/carers to seek additional support

in this from the school where they feel it is needed.

Parents' right to withdraw

Parents/carers cannot withdraw their child from the statutory content included in National Curriculum Science or from the statutory parts of the Health Education aspects of PHSE, dealing with puberty. Parents/carers have a legal right to withdraw their children from the non-statutory elements of RSE. Any parent/carer wishing to withdraw their child from RSE should firstly contact head teacher to discuss their concerns.

RSE is a vital part of the school curriculum and supports child development and we strongly advise parents/carers to carefully consider their decision before withdrawing their child from this aspect of school life. It is acknowledged however that the final decision on the issue is for the parents/carers to take and the child and family should not be stigmatised for the decision.

Before granting such a request, the head teacher will discuss the request with parents and where appropriate with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

The school provides an information leaflet to parents/carers who do withdraw their children.

Parents/carers who do withdraw their children will be alerted to the possible consequences of doing so during the discussion between the school and the parents/carers. Possible consequences could include:

- If a pupil is withdrawn from the RSE sessions, they will no doubt hear about the content of sessions from other pupils and this may not be in a supportive, controlled or safe environment, like the classroom would be.
- They may also seek out their own information via the internet, which may result in them finding out incorrect information and possibly put them in an unsafe situation.

Ofsted figures show that about only four children will be withdrawn in every ten thousand (0.04%). Parents/carers must stipulate how their child will receive this content. The school's arrangements for pupils withdrawn from RSE are made by individual class teachers and involves the children being taught in an alternative class (a non RSE lesson).

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

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

Training

The school provides regular professional development training in how to deliver RSE.

Staff, including non-teaching staff, CPD needs are identified and met through the following ways:

- training and support is organised by the PSHE Lead, who may choose to liaise with the schools Inclusion Team for advice and further support.
- as potentially more sensitive will be offered appropriate training to encourage confidence in dealing with matters of confidentiality, child protection, sensitive issues and potentially difficult questions.
- working with the SENDCo to adapt RSE lessons to make them accessible for children with SEND.

Monitoring and Evaluation

Monitoring arrangements:

The delivery of RSE is monitored by Collette Lawson (RSE Lead) along with Jane Wainwright (Headteacher) through:

- effective PSHE leadership with a system of lesson observations and peer support
- a system for regular review of the RSE policy and programme
- pupil and staff interviews/questionnaires
- pupil/staff/parent surveys
- scrutinising staff planning
- samples of pupils' work

Evaluation activities:

- teacher and pupil evaluation of lessons, units and the overall RSE programme
- teacher and pupil evaluation of resources
- evidence from lesson
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

Safeguarding and Child Protection

RSE plays a very important part in fulfilling the statutory duties all schools have to meet and the RSE policy is closely aligned to the school's safeguarding and child

protection policy. RSE helps pupils understand the difference between safe and abusive relationships and equips them with the knowledge and skills to get help if they need it. The use of the correct anatomical terms for body parts helps to ensure that children are able to describe abusive behaviours if they need to. Delivery will also focus on young people understanding that they have rights over their own bodies and will look at consent in age appropriate ways.

When teaching any sensitive issues, young people may give cause for concern, and a direct link needs to be made with the Designated Safeguarding Staff depending upon the nature of the concern. All adults involved in RSE delivery are aware of the pastoral system and the safeguarding arrangements that are in place.

Confidentiality in the context of RSE lessons

The nature of RSE means that pupils may disclose personal information that staff will respond to appropriately. The classroom is never a confidential place to talk, and that remains true in RSE. Pupils will be reminded that lessons are not a place to discuss their personal experiences and issues, or to ask others to do so, through the establishment of a working agreement. Any visitor to the classroom will be bound by the school's confidentiality agreement, regardless of whether they have, or their organisation has, a different policy. We will make sure visitors are aware of this, and make sure there are enough opportunities for pupils to access confidential support after the lesson if they need it. This is supported by the sharing of Ground Rules, 'Ask It Basket' and access to our Inclusion Team.

Any information disclosed to a staff member or other responsible adult, which causes concern about the child's safety, will be communicated to a Designated Safeguarding Lead as soon as possible and always within 24 hours, in line with our safeguarding and child protection policy.

Techniques used in school to minimise the chance of pupils making a disclosure in an RSE lesson include:

- de-personalising the discussion
- ground rules
- ask it basket
- using role play to 'act out' scenarios
- appropriate DVDs and TV extracts
- case studies or dilemmas with invented characters
- visits to from outside agencies

Support

We hope that pupils will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to RSE. We promote

the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom. Children are reminded in all PSHE lessons, including RSE, on the school's child protection policy regarding 'Secrets'.

Parents/carers can contact the PSHE Leader, the Headteacher or the manager of the local Children's Centre or Cluster for information around one-on-one support on providing effective RSE at home.

Support for LGBT pupils

We are a fully inclusive school and support LGBT pupils in a bespoke way, working with parents and carers.

Local and national websites

Healthy relationships, sexual consent, exploitation and abuse:

- Information about FGM can be found at: www.forwarduk.org.uk
- Good practice examples and guidance on consent: www.pshe-association.org.uk/consent
- CPS guidance on the Statutory Definition of Consent, and the CPS Sexual Offences Factsheet: http://www.cps.gov.uk/news/fact_sheets/sexual_offences/
- Home Office guidance; this is abuse: <http://thisisabuse.direct.gov.uk/>
- Child Exploitation and Online Protection (CEOP) has produced a series of resources which are available at: www.ceop.police.uk and www.thinkuknow.co.uk
- Addressing healthy relationships and sexual exploitation within PSHE in schools:
- <http://www.sexeducationforum.org.uk/resources/sex-educational-supplement.aspx>
- Alright Charlie - Blast have designed this CSE resource in consultation with CSE professionals, primary schools teachers and children in years 5 and 6 in primary schools. This resource is designed for use with children aged 9-11 in primary schools and aims to highlight the warning signs of grooming in an age appropriate way. <http://www.mesmac.co.uk/projects/blast/for-professionals/resources>

Violence within relationships:

- The Against Violence and Abuse Project provides further information, advice and guidance: www.avaproject.org.uk
- Rape Crisis provides help and advice to those affected by rape, sexual

violence and child sexual abuse: www.rapecrisis.org.uk

Teaching about pornography:

- Growing Up Safe, from Big Talk Education, for primary schools: <http://www.bigtalkeducation.co.uk/resources-for-primaries.html>

Teaching about sexting:

- The NSPCC has produced resources to make it easier for children to get help about sexting:
<http://www.childline.org.uk/explore/onlinesafety/pages/sexting.aspx>
- Big Talk has produced resources to help primary school teachers discuss a range of difficult issues – including sexting and explicit images – with children: <http://www.bigtalkeducation.co.uk/resources-for-primaries.html>
- CEOP (Child Exploitation and Online Protection) has developed www.thinkuknow.co.uk, which contains a number of resources exploring the risks children face online, including two films that address sexting issues: Exposed and First to a Million.
- Brook has produced a leaflet for young people called Ask Brook about relationships, safety and risk, which addresses on and offline safety and is supported by CEOP: <http://www.brook.org.uk/shop>

Inclusive RSE:

- Stonewall has produced a series of packs and information for schools. Details are available at: www.stonewall.org.uk
- Brook has produced packs to help those who work with diverse groups of children, available at: www.brook.org.uk/shop including:
- The Sex Education Forum has produced a factsheet on RSE for children with learning difficulties:
http://www.sexeducationforum.org.uk/media/6153/RSE_and_young_children.pdf

Local sources of support:

www.schoolwellbeing.co.uk
www.healthyschools.org.uk
<http://www.leedslscb.org.uk/>
http://shop.ncb.org.uk/category_s/1831.htm
<http://leedssexualhealth.com>
<http://www.themarketplaceleeds.org.uk/>
<http://mesmac.co.uk/>
<https://www.mindmate.org.uk/>

National sources of support:

<http://www.nhs.uk/Livewell/Sexualhealthtopics/Pages/Sexual-health-hub.aspx> <https://www.brook.org.uk/>
<http://www.fpa.org.uk/>
<http://www.sexeducationforum.org.uk/>
<https://www.pshe-association.org.uk/>
<http://www.stonewall.org.uk/>
<http://www.bodysense.org.uk/>
www.riseabove.org.uk
<http://www.nat.org.uk/>
<https://www.womensaid.org.uk/>
<https://www.nspcc.org.uk/>
<https://www.childline.org.uk>

Appendix 1: Curriculum map

Relationships and sex education curriculum map/Provision

Statutory aspects of Sex Education within the National Curriculum Science

All schools must teach the following as part of the National Curriculum Science; parents/carers do not have the right to withdraw their child/children from this.

National Curriculum Science:

Key Stage 1:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of hygiene

Key Stage 2:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
Year 1	<p>Boys, girls and families</p> <p>1. Pupils learn that everybody needs to be cared for and ways in which they care for others</p> <p>Pupils</p> <ul style="list-style-type: none"> • understand that we all have different needs and require different types of care • identify ways we show care towards each other • understand the links between needs, caring and changes throughout the life cycle <p>2. Pupils learn about different types of family and how their home-life is special</p> <p>Pupils</p> <ul style="list-style-type: none"> • can describe different types of family • identify what is special and different about their home life • understand families care for each other in a variety of ways <p>3. Pupils learn about growing from young to old and that they are growing and changing</p> <p>Pupils</p> <ul style="list-style-type: none"> • can identify key stages in the human life cycle • understand some ways they have changed since they were babies • understand that all living things including humans start life as babies 	

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
Year 2	<p>Boys, Girls and Families</p> <p>4. Pupils learn to understand and respect the differences and similarities between people</p> <p>Pupils</p> <ul style="list-style-type: none"> • are able to define difference and similarity • understand that boys and girls can do the same tasks and enjoy the same things, but that stories, TV and people sometimes say boys do this and girls do that <p>5. Pupils learn about the biological differences between male and female animals and their role in the life cycle</p> <p>Pupils</p> <ul style="list-style-type: none"> • know that female mammals give birth and nurse their young • can describe the biological differences between male and female • understand that the creation of life requires a male and female <p>6. Pupils learn the biological differences between male and female children</p> <p>Pupils</p> <ul style="list-style-type: none"> • identify and name biological terms for male and female sex parts • can label the male and female sex parts with confidence • understand that the male and female sex parts are related to reproduction 	

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
Year 5	<p>1. Pupils learn about the changes that occur during puberty</p> <p>Pupils</p> <ul style="list-style-type: none"> • can identify the physical, emotional & behavioural changes that occur during puberty for both males and females • understand that puberty is individual and can occur any time between 8-17 • understand that body changes at puberty are a preparation for sexual maturity <p>2. Pupils learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact</p> <p>Pupils</p> <ul style="list-style-type: none"> • understand how our attitudes and values about gender and sexuality may be affected by factors such as religion and culture • can recognise and challenge gender stereotypes <p>understand how media messages affect attitudes, can cause inequality of opportunity and affect behaviour</p> <p>3. Pupils learn what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships</p> <p>Pupils</p> <ul style="list-style-type: none"> • can identify positive qualities and expectations from a variety of relationships • can identify signs of an unhealthy relationship – domestic relationships (all family members), intimate relationships and working relationships. • can explain the similarities and differences between friendships and intimate relationships • can describe that there are different types of intimate relationships, including marriage (including same sex) • understand that sex or making love may be one part of an intimate relationship between adults 	

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
	<p>4. LGBT</p> <ul style="list-style-type: none"> • Pupils will learn that not all loving relationships are heterosexual • Pupils will learn that same sex marriage is legal • Pupils will the meaning of the terms transgender, transsexual, transvestite, lesbian, gay, bisexual, homosexual, heterosexual and homophobic. <p>5. Grooming</p> <ul style="list-style-type: none"> • Pupils will learn the meaning of the word grooming • Pupils will learn how to protect themselves from potential grooming • Pupils will learn where to seek support and help • Pupils will learn steps to take to prevent online grooming 	

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
Year 6	<p>1.Pupils learn about human reproduction in the context of the human lifecycle</p> <p>Pupils</p> <ul style="list-style-type: none"> • understand that sexuality is expressed in a variety of ways between consenting adults • know that sexual intercourse may be one part of a sexual relationship • can describe how babies are made and explain how sexual intercourse is related to conception • can name the male and female sex cells and reproductive organs <p>2.Pupils learn how a baby is made and grows (conception and pregnancy)</p> <p>Pupils</p> <ul style="list-style-type: none"> • know the male and female body parts associated with conception and pregnancy • can define conception and understand the importance of implantation in the womb • know what pregnancy is, where it occurs and how long it takes <p>3.Pupils learn about roles and responsibilities of carers and parents</p> <p>Pupils</p> <ul style="list-style-type: none"> • can identify some of skills and qualities needed to be parent and carer • understand the variety of ways in which parents and carers meet the needs to be a parent and carers meet the needs of babies and children • can recognise that both men and women can take on these roles and responsibilities 	

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
	<p>4.Pupils learn to answer each other’s questions about sex and relationships with confidence, where to find support and advice when they need it</p> <p>Pupils</p> <ul style="list-style-type: none"> • can answer their own questions about sex and relationships • can use appropriate language to discuss sex and relationships and growing up with confidence • can identify sources of information, support and advice for children and young people 	
	<p>5.Pupils will learn the law regarding consent and sexual activity.</p> <p>Pupils will learn about the law regarding FGM and how to keep themselves safe from this.</p> <p>Pupils will learnt the impact of social media and pornography on self-esteem and self-image</p>	

Appendix 3: Parent/Carer form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
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/Carer signature			

Year 5 letter for Parents and Carers

Dear Parents/ Carers,

In Years 1-6 we base all of our Personal, Social, Health Education lessons (PSHE) on an excellent planning resource, which is called 'You, Me and PSHE.' PSHE is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain. When taught well, PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life, so we are therefore extremely passionate about teaching it to our children.

The 'You, Me and PSHE' resource supports the teaching of PSHE in Key Stages 1 and 2, in line with the government and National Curriculum expectations. We work hard in school to ensure that all PSHE lessons directly meet the needs and wishes of our children, so we use the resource as a basis for our lessons, but we do not always teach the suggested lessons in isolation; our Science and Religious Education lessons often complement our PSHE lessons.

In Year 5 we are teaching our 'Growing up and Relationships' unit next half term. The 'Growing up and Relationships' units are an integral part of PSHE in all year groups 1-6 and they ensure that our children receive the appropriate information, develop skills and explore attitudes at the time when they are able to best respond in order to grow in confidence with their bodies and their relationships. The thinking behind us teaching this unit now is that the children learn about the upcoming changes that will occur during puberty, so that they are well educated before any changes happens to their own body.

Due to the sensitive nature of teaching about puberty, the girls and boys will be taught separately, so that they feel confident and safe to ask any questions that they may have.

The key objectives that we will be covering include:

- Pupils learn about the changes that occur during puberty
- Pupils learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact
- Pupils learn what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships
- LGBT (not all loving relationships are heterosexual, same sex marriage is legal and the meaning of the terms transgender, transsexual, transvestite, lesbian, gay, bisexual, homosexual,

heterosexual and homophobic)

- Grooming (the meaning of the word grooming, how to protect themselves from potential grooming, where to seek support and help)

It would be of huge benefit to your child if you could use the same terminology at home as we do at school. This ensures clarity and consistency for the children and enables children to have conversations at home about their learning in school. The vocabulary is introduced throughout the unit, but then used throughout all PSHE lessons were appropriate.

Key Vocabulary taught and used within the unit:

friendship
intimate relationship (such as marriage, partner, boyfriend/girlfriend)
puberty – physical
change
puberty emotional
change
behavioural and social change
male and female
gender stereotype
sexuality
transgender
transsexual
transvestite
lesbian
gay
bisexual
homosexual
heterosexual
homophobia
puberty
menstruation
wet dreams
sex cells- sperm and ovum
body hygiene
hygiene and
grooming gender
stereotypes
feelings

Year 6 letter for Parents and Carers

Dear Parents/ Carers,

In Years 1-6 we base all of our Personal, Social, Health Education lessons (PSHE) on an excellent planning resource, which is called 'You, Me and PSHE.' PSHE is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain. When taught well, PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life, so we are therefore extremely passionate about teaching it to our children.

The 'You, Me and PSHE' resource supports the teaching of PSHE in Key Stages 1 and 2, in line with the government and National Curriculum expectations. We work hard in school to ensure that all PSHE lessons directly meet the needs and wishes of our children, so we use the resource as a basis for our lessons, but we do not always teach the suggested lessons in isolation; our Science and Religious Education lessons often complement our PSHE lessons.

In Year 6 we are teaching our 'Growing up and Relationships' unit next half term. The 'Growing up and Relationships' units are an integral part of PSHE in all year groups 1-6 and they ensure that our children receive the appropriate (factual) information. They also enable the children to develop skills, learn the associated language and explore attitudes at the time when they are able to best respond in order to grow in confidence with their bodies and their relationships.

In our Y6 PSHE 'Growing up and Relationships' Lessons, we will be teaching the following content:

- Pupils learn about human reproduction in the context of the human lifecycle
- Pupils learn how a baby is made and grows (conception and pregnancy)
- Pupils will discuss a that there are a variety of routes into parenthood
- Pupils learn about roles and responsibilities of carers and parents
- Pupils learn to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it
- Pupils will learn the law regarding consent and sexual activity
- Pupils will learn the impact of social media on self-esteem and self-

image

- **FGM (taught as part of Keeping Safe and Managing Risk)**
 - Lesson 1- Keeping secrets, trusted adults and exploring dilemmas, linked to the text 'Oh Lila!'
 - Lesson 2- Rules and laws in the UK
 - Lesson 3- FGM (no images or visuals will be shown)

It would be of huge benefit to your child if you could use the same terminology at home as we do at school. This ensures clarity and consistency for the children and enables children to have conversations at home about their learning in school. The vocabulary is introduced throughout the unit, but then used throughout all PSHE lessons were appropriate.

Key Vocabulary taught and used within the unit:

human reproduction
human lifecycle
sexuality
sexual intercourse
conception
male and female sex cells
reproductive organs
pubic hair, anus, breasts, nipples, penis, scrotum, vulva, vagina, clitoris, cervix,
ovaries, testicles, foreskin, urethra, fallopian tube, bladder, womb pregnancy
implantation
parents, carers
consent

