



# Relationships and Sex Education Policy 2022-2023

Mossbourne Parkside Academy

Approved by:

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## Contents

|   |    |
|---|----|
| 1. Aims .....   | 2  |
| 2. Statutory requirements .....   | 2  |
| 3. Policy development.....  | 2  |
| 4. Definition .....   | 3  |
| 5. Curriculum.....  | 3  |
| 6. Delivery of RSE .....  | 3  |
| 7. Roles and responsibilities.....                                      | 3  |
| 8. Parents' right to withdraw .....                                     | 4  |
| 9. Training .....   | 4  |
| 10. Monitoring arrangements.....  | 4  |
| Appendix 1: Curriculum map.....   | 5  |
| Appendix 2: By the end of primary school pupils should know .....       | 13 |
| Appendix 2: By the end of secondary school pupils should know .....     | 11 |
| Appendix 3: Parent form: withdrawal from sex education within RSE ..... | 15 |

## 1. Aims

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

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

## 2. Statutory requirements

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

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

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

At Mossbourne Parkside Academy we teach RSE as set out in this policy.

## 3. Policy development

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

1. Review - national and local guidance has been drafted together with the relevant curriculum documents
2. Staff consultation -staff are given the opportunity to look at the policy and make recommendations
3. Parents - the policy will be available to parents and parents are welcomed to attend relationship and sex education information meetings annually.

## 4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

## 5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

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

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our Summer 2 curriculum map in Appendix 1 and Appendix 2.

## 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by the KS2 class teachers.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

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

## 7. Roles and responsibilities

## 7.1 The governing board

The governing board will hold the principal to account for the implementation of this policy.

## 7.2 The principal

The principal is responsible for ensuring that RSE is taught consistently across the academy, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 8).

## 7.3 Staff

Staff are responsible for:

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

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

## 7.4 Pupils

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

## 8. Parents' right to withdraw

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

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

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

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

## 9. Training

Staff are trained on the delivery of RSE and it is included in continuing professional development sessions.

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

## 10. Monitoring arrangements

The delivery of RSE is monitored by phase leaders through planning scrutinies, observations, book looks, pupil voice.

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

This policy will be reviewed by the principal annually.

## Appendix 1: Summer 2 Curriculum map

### Year 1 Summer 2 PSHE Curriculum

| Year 1, Summer 2  |   | RSE: Changing Me   |                        |  |
|---|---|--|------------------------|--|
| <b>Pupils should know:</b><br>● Know that changes happen as we grow ● Understand that our bodies can learn and change in different ways ● Learn the names of private body parts<br><a href="#">Link to Jigsaw</a> |   |  |                        |  |
| <b>Prior Learning (Reception)</b>   |   | <b>Future Learning (Y2)</b>  |                        |  |
| Form positive attachments to adults and friendships with peers<br>Manage their own basic hygiene and personal needs<br>Show sensitivity to their own and to others' needs   |   | Know how my body has changed since I was born<br>Understand growing up is a natural part of life<br>Learn the names of external body parts |                        |  |
| <b>Lesson Sequencing &amp; Learning Intentions</b>  |   | <b>Task &amp; Evidence</b>   | <b>Key vocabulary:</b> |  |
| 1   | <b>LI: To know that living things change as they grow</b><br><b>SC:</b> I know living things change as they grow<br>I understand some life cycles in nature<br>I know it is okay to change as we grow.  | Sort life cycle cards into the right order.<br>Draw a picture of self when older – selection to go in floor books.                         | life cycle             | the series of stages living things go through      |
|   |   |  | baby                   | a very young child or animal                       |
|   |   |  | growing up             | when we change as we get older                     |
| 2   | <b>LI: To consider how I have changed since I started school</b><br><b>SC:</b> I know that changes are okay<br>I understand that sometimes change happens <u>whether or not</u> we want them to<br>I can tell you some things that have changed, and some that are the same | <b>Prepare concertina booklets in advance</b><br>Draw a picture of themselves at 5 and write a sentence. Take home to complete 0-4.        | mature                 | when you think someone is important/good           |
|   |   |  | penis                  | an external body part for males                    |
| 3   | <b>LI: To know what I have learned since I was born</b><br><b>SC:</b> I know that everyone grows at different rates<br>I understand growing up is natural<br>I can explain what my body has learnt since I was a baby   | Write about how you have changed since I was born<br>What do you like about getting older?   | testicles              | two small organs on the outside of a male body     |
|   |   |  | vulva                  | the external body parts of females                 |
| 4   | <b>LI: To understand the physical differences between girls and boys</b><br><b>SC:</b> I know the parts of the body that makes boys different to girls<br>I understand which parts of my body are private<br>I can tell <u>you</u> the correct names for these parts.       | Class sorting activity – photo evidence  | vagina                 | the internal body part of females                  |
|   |   |  | male                   | characteristics of boys/men                        |
| 5   | <b>LI: To understand my brain and body can change when I learn</b><br><b>SC:</b> I understand that every time I learn, I change a little bit<br>I can say which changes are in my brain or my body<br>I can say how I feel learning new things.                             | <b>Prepare cut out of flowers</b><br>On each petal, draw something they learnt that has helped them to grow up                             | female                 | characteristics of girls/women                     |
|   |   |  | coping                 | dealing with problems and coming up with solutions |
| 6   | <b>LI: To reflect on the changes that are ahead of me</b><br><b>SC:</b> I can share how I feel about moving to Year 2<br>I describe the changes that I want to make in Year 2<br>I can plan how I will go about this.   | On speech bubble, write how they felt during one change in their life  | anxious                | feeling afraid or nervous                          |
|   |   |  | change                 | when things do not stay the same                   |

## Year 2 Summer 2 PSHE Curriculum

| Year 2, Summer 2   |  | RSE: Changing Me  |                        |  |
|--|--|---|------------------------|--|
| <b>Pupils should know:</b><br>● Know how my body has changed since I was born ● Understand growing up is a natural part of life ● Learn the names of external body parts<br><a href="#">Link to Jigsaw</a> |  |   |                        |  |
| <b>Prior Learning (Y1)</b>   |  | <b>Future Learning (Y3)</b>   |                        |  |
| Know that changes happen as we grow<br>Understand that our bodies can learn and change in different ways<br>Learn the names of private body parts  |  | Understand the how boys' and girls' bodies change on the inside<br>Learn the names of internal body parts<br>Discuss how stereotypes in families                      |                        |  |
| <b>Lesson Sequencing &amp; Learning Intentions</b>   |  | <b>Task &amp; Evidence</b>  | <b>Key vocabulary:</b> |  |
| 1  | <b>LI: To know that there are life cycles in nature</b><br><b>SC:</b> I know some life cycles in nature<br>I understand that there are some changes out of my control<br>I can express how I feel about this   | Draw one animal/plant and how it changes to an adult. Label the pictures and write a sentence.  | Life cycle             | The series of stages living things go through  |
|  |  |   | appearance             | The way that something looks                   |
|  |  |   | physical               | About the body instead of the mind             |
| 2  | <b>LI: To know that humans grow from young to old</b><br><b>SC:</b> I know that growing up is a natural process<br>I understand that this is not in my control<br>I can identify people I respect who are older than me                                      | Make a leaf mobile on A4 card. Draw a picture of an older person who respect. On the other side, write two things you love or respect about them. Make class display. | respect                | When you think someone is important/good       |
|  |  |   | Stages of life         | Different ages people go through               |
| 3  | <b>LI: To know how I have changed since I was born</b><br><b>SC:</b> I know that my body has changed since I was a baby<br>I can identify where I am in the life cycle<br>I feel proud about becoming more independent                                       | Draw timeline of own life, labelling and adding comments about what they could do.  | penis                  | An external body part for males                |
|  |  |   | testicles              | Two small organs on the outside of a male body |
| 4  | <b>LI: To understand the physical differences between girls and boys</b><br><b>SC:</b> I know the names of male and female body parts<br>I understand that some parts of my body are private<br>I can tell you what I like/don't like about being a boy/girl | Draw a picture of themselves and write what it means to be a boy/girl to them.  | vagina                 | The internal body part of females              |
|  |  |   | male                   | Characteristics of boys/men                    |
| 5  | <b>LI: To understand I am in control of my body</b><br><b>SC:</b> I understand that there are different types of touch<br>I can say what I like and what I don't like<br>I am confident to ask for help if uncomfortable.                                    | Draw two types of touch that they enjoy <u>e.g.</u> hair being brushed, tickle, hug   | female                 | Characteristics of girls/women                 |
|  |  |   | private                | Kept out of sight of other people              |
| 6  | <b>LI: To reflect on the changes that are ahead of me</b><br><b>SC:</b> I can share how I feel about moving to Year 3<br>I describe the changes that I want to make in Year 3<br>I can plan how I will go about this.  | Make leaf mobiles. On one side draw what they are looking forward to about year 3, and one change they want to make on the other.                                     | uncomfortable          | Making you feel embarrassed or negative        |
|  |  |   | unacceptable           | Not welcome                                    |



## Year 3 Summer 2 PSHE Curriculum

| Year 3, Summer 2  |   | RSE: Changing Me  |                        |   |
|---|---|---|------------------------|---|
| <b>Pupils should know:</b><br>● <u>Understand</u> the how boys' and girls' bodies change on the outside ● <u>Learn</u> the names of internal body parts ● Discuss how families can be different<br><a href="#">Link to Jigsaw</a> |   |   |                        |   |
| <b>Prior Learning (Y2)</b>  |   | <b>Future Learning (Y4)</b>   |                        |   |
| Understand the how boys' and girls' bodies change on the outside<br>Learn the names of external body parts<br>Discuss how families can be different   |   | Understand the changes girls go through in puberty<br>Understand how menstruation occurs in humans<br>Know that we inherit characteristics through DNA from our biological parents. |                        |   |
| <b>Lesson Sequencing &amp; Learning Intentions</b>  |   | <b>Task &amp; Evidence</b>  | <b>Key vocabulary:</b> |   |
| 1   | <b>LI: To know the characteristics that make me unique</b><br><b>SC:</b> I know that it is usually the female who gives birth<br>I understand that babies can change in many ways<br>I can express how I feel when I see babies or baby animals   | Match up the pair cards of babies and mothers. Draw three pictures in a sequence showing the baby/baby animal growing. Write a short description about the changes.                 | stereotypes            | A belief that many people have about things or people, often untrue or unfair |
|   |   |   | sperm                  | Cells from the father that carries DNA/ information                           |
|   |   |   | egg                    | Cell from the mother that carries DNA/ information                            |
| 2   | <b>LI: To know how and where babies develop</b><br><b>SC:</b> I know how babies grow and develop in the mother's uterus<br>I understand what a baby needs to live and grow<br>I can express how I might feel if I had a new baby in my family   | Draw a picture of a baby. Draw/Stick a collage of all the things that a baby needs to survive, to live and to grow.   | penis                  | The reproductive part of males  |
|   |   |   | testicles              | Two small organs that produce sperm   |
| 3   | <b>LI: To know how our bodies change on the outside</b><br><b>SC:</b> I understand that boys' and girls' bodies change so that they can reproduce as adults<br>I can identify how boys' and girls' bodies change on the outside.<br>I recognise how I feel about these changes happening to me.                                   | Pupils sort changes into piles of what they can control and what they can't control. Pupils use the Zones to reflect on how they feel.  | ovaries                | Two small organs that produce eggs  |
|   |   |   | vagina                 | The internal passage of the female reproductive system                        |
| 4   | <b>LI: To know how our bodies change on the inside</b><br><b>SC:</b> I know what changes happen on the inside during the growing up process<br>I can explain why these are necessary so that humans can reproduce as adults<br>I recognize how I feel about these changes happening to me.  | Working in pairs, find the correct word to fill the gaps. Then use sentence stems to write their own thoughts on growing up.  | puberty                | When a person's reproductive organs mature, and they can have children        |
|   |   |   | Womb/uterus            | the organ in females where babies develop before birth                        |
| 5   | <b>LI: To understand that there are stereotypical views of family</b><br><b>SC:</b> I know what stereotypical views of families are.<br>I can start to recognise stereotypical ideas I might have about family roles.<br>I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes. | Girls design a duvet for boys<br>Boys design a duvet for girls<br>Are any ideas stereotypical?  | affection              | A feeling of liking and caring for someone or something                       |
|   |   |   |                        |   |
| 6   | <b>LI: To reflect on the changes that are ahead of me</b><br><b>SC:</b> I can share how I feel about moving to Year 4<br>I describe the changes that I want to make in Year 4<br>I can plan how I will go about this.   | Create a ribbon mobile with three things you are looking forward to, and three changes you want to make.  |                        |   |
|   |   |   |                        |   |

## Year 4 Summer 2 PSHE Curriculum

| Year 4, Summer 2   |   |  | RSE: Changing Me   |                                 |  |
|--|---|--|--|---------------------------------|--|
| <b>Pupils should know:</b> <ul style="list-style-type: none"><li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li><li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li></ul> |   |  |  |                                 |  |
| <b>Prior Learning (Y3)</b>   |   |  | <b>Future Learning (Y5)</b>  |                                 |  |
| Understand the how boys' and girls' bodies change on the outside<br>Learn the names of internal body parts<br>Discuss how families can be different  |   |  | Understand the changes boys go through in puberty<br>Understand how conception occurs in humans<br>Develop understanding of how puberty affects self-esteem & body image |                                 |  |
| <b>Lesson Sequencing &amp; Learning Intentions</b>   |   |  | <b>Task &amp; Evidence</b>   | <b>Key vocabulary:</b>          |  |
| 1  | <b>LI: To know the characteristics that make me unique</b><br><b>SC:</b> I know that some characteristics come from my birth parents.<br>I understand how parent DNA fuses to make a baby<br>I can describe ways that I am a unique human being   |  | Pupils match kittens to parents on physical characteristics<br>Pupils' complete gingerbread template to show what characteristics they have – copies in floor book.      | characteristics<br>sperm<br>egg | Special qualities or traits<br>Cells from the father that carries DNA/ information<br>Cell from the mother that carries DNA/ information |
| 2  | <b>LI: To know the body parts involved in creating a baby</b><br><b>SC:</b> I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby<br>I understand that having a baby is a personal choice<br>I can express how I feel about having children when I am an adult |  | Label diagrams of male and female body identifying the correct names for reproductive parts – selection into floor books   | penis<br>testicles              | The reproductive part of males<br>Two small organs that produce sperm  |
| 3  | <b>LI: To know how girls bodies change during puberty</b><br><b>SC:</b> I know how a female's body changes in order for her to reproduce<br>I know that having periods/menstruation is a natural part of this.<br>I have strategies to help me cope with the changes during puberty.  |  | Pupils match the menstruation cards to images.<br>Pupils write post it to explain what periods are and why they happen – in floor books                                  | vulva<br>vagina                 | The outside parts of the female reproductive organs.<br>The internal passage of the female reproductive system                           |
| 4  | <b>LI: To understand how circles of change work</b><br><b>SC:</b> I know how the circles of change work<br>I can apply this to changes I want to make.<br>I know how to make changes that I think will benefit me.  |  | Pupils use split pin to create circle of change for something in the near future.<br>Photos in floor book.   | puberty<br>menstruation         | When a person's reproductive organs mature, and they can have children<br>When blood flows from females' vaginas every month             |
| 5  | <b>LI: To accept that there are some changes that are outside of my control</b><br><b>SC:</b> I know examples of changes that are outside of my control<br>I can share how I feel when things are outside of my control<br>I can identify strategies to help me cope with changes outside of my control.                      |  | Zones of Regulation – use toolbox to plan strategies to cope when in different zones due to changes.   | periods<br>ovary                | The time when a woman menstruates each month<br>Two small organs that produce eggs   |
| 6  | <b>LI: To reflect on the changes that are ahead of me</b><br><b>SC:</b> I can share how I feel about moving to Year 5<br>I describe the changes that I want to make in Year 5<br>I can plan how I will go about this.   |  | Interview 2 Year 5 pupils<br>Write a letter to themselves for September for what they want to achieve as part of transition.   | womb / uterus<br>DNA            | the organ in females where babies develop before birth<br>The code of our genes that makes us unique.                                    |



## Year 5 Summer 2 PSHE Curriculum

| Year 5, Summer 2  |  | RSE: Changing Me  |                        |  |
|---|--|---|------------------------|--|
| Pupils should know: Understand the changes boys go through in puberty affects self-esteem & body image  |  | Understand how conception occurs in humans    Develop understanding of how puberty  |                        |  |
| <b>Prior Learning (Y4)</b>  |  | <b>Future Learning (Y6)</b>   |                        |  |
| Know that periods are normal part of life for females<br>Understand the changes girls go through in puberty<br>Accept there are some changes outside my control |  | To discuss feelings and questions about puberty<br>To consider reproduction in the context of relationships<br>To explore the process of conception and pregnancy                           |                        |  |
| <b>Lesson Sequencing &amp; Learning Intentions</b>  |  | <b>Task &amp; Evidence</b>  | <b>Key vocabulary:</b> |  |
| <u>1</u>  | <b>LI: To understand my own body image and self esteem</b><br><b>SC:</b> I am aware of my own self-image and how my body image fits into that I know how to develop my own self esteem   | Pupils to create to positive affirmations out of words that originally had negative perceptions – choose examples and add to floor books  | self esteem            | Confident or pride in oneself.   |
|   |  |   | perception             | The ability to become aware of   |
|   |  |   | characteristic         | Something that makes a person or thing different from others.  |
| <u>2</u>  | <b>LI: To understand how girls body changes during puberty</b><br><b>SC:</b> I can explain how a girl’s body changes during puberty and understand the importance of looking after yourself physically and emotionally<br>I understand that puberty is a natural process that happens to everybody and that it will be ok for me     | Class set up into single group groups and carousel around activities based on sanitary products and matching games – take photos as evidence for floor books                                | puberty                | When a person’s reproductive organs mature, and they can have children                                   |
|   |  |   | menstruation           | When blood flows from females' vaginas every month   |
| <u>3</u>  | <b>LI: To understand how boys bodies change during puberty</b><br><b>SC:</b> I can describe how boys’ and girls’ bodies change during puberty<br>I can express how I feel about the changes that will happen to me during puberty  | Pupils create an information leaflet based on facts and is reassuring to anyone that may be going through puberty – add examples to the floor books   | wet dreams             | When a male ejaculates while he is sleeping.   |
|   |  |   | erection               | Blood to the penis making it hard and upright (erect)  |
|   |  |   | semen                  | A bodily fluid produced by males that contains sperm   |
| <u>4</u>  | <b>LI: I know the process in which babies develop</b><br><b>SC:</b> I understand that sexual intercourse can lead to conception and that is how babies are usually made<br>I also understand that sometimes people need IVF to help them have a baby<br>I appreciate how amazing it is that human bodies can reproduce in these ways | Pupils in the same groups as before use the card sorting activity ‘The truth about conception’ - use post it notes to gather any questions that children might have and add to floor books. | contraception          | Prevention of conception (birth control)   |
|   |  |   | embryo                 | A human, animal or plant that is starting to develop. An embryo grows inside an egg, seed or its mother. |
| <u>5</u>  | <b>LI: To know and accept the changes that are ahead of me</b><br><b>SC:</b> I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)<br>I am confident that I can cope with the changes that growing up will bring                                | Pupils to create cards about what they are looking forward to and give advice to the recipient about the upcoming changes – choose a selection of cards to add to the floor books           | milestone              | An important event or turning point in history or a person’s life.                                       |
|   |  |   | responsibilities       | Duties and jobs that a person is expected to take care of.   |
| <u>6</u>  | <b>LI: To reflect on the changes that are ahead of me</b><br><b>SC:</b> I can identify what I am looking forward to when I am in Year 6<br>I can start to think about changes I will make when I am in Year 6 and know how to go about this  | Pupils focus on one of the Year 6 changes ahead of them writes out the process using the circle of change template – choose templates to add to the floor books                             | anxious                | Feeling worried, nervous or afraid about something uncertain   |
|   |  |   | hope                   | A feeling or chance that something will happen the way one wants it to                                   |

## Year 6 Summer 2 PSHE Curriculum

| Year 6, Summer 2   |  | RSE: Changing Me   |                 |  |
|--|--|--|-----------------|--|
| Pupils should know: To discuss feelings and questions about puberty To consider reproduction in the context of <u>relationships</u> To explore the process of conception and pregnancy |  |  |                 |  |
| Prior Learning (Y5)  |  | Future Learning (Y7)   |                 |  |
| Understand the changes boys go through in puberty<br>Understand how conception occurs in humans<br>Develop understanding of how puberty affects self-esteem & body image               |  |  |                 |  |
| Lesson Sequencing & Learning Intentions  |  | Task & Evidence  | Key vocabulary: |  |
| <u>1</u>   | <b>LI: To understand my own body image and self esteem</b><br><b>SC: I know the effects of the media on body image and self-esteem.</b><br>I am aware of my own self-image and how my body image fits into that<br>I know how to develop my own self esteem  | Complete self-esteem smoothie template – what do we need to feel confident?  | self esteem     | confident or pride in oneself.   |
|  |  |  | peer pressure   | feeling that you <u>have to</u> do the same things to fit in                       |
|  |  |  | characteristic  | something that makes a person or thing different from others.                      |
| <u>2</u>   | <b>LI: To ask questions about how bodies change during puberty</b><br><b>SC: I know the main changes for boys and girls during puberty</b><br>I understand the importance of looking after myself physically and emotionally<br>I can express how I feel about the changes that will happen to me during puberty | Sort cards into truth or myth.<br>Opportunity to write anonymous questions with both sexes present.  | respect         | thinking someone is important & valuable   |
|  |  |  | trust           | a belief that someone is reliable, good, honest etc.                               |
| <u>3</u>   | <b>LI: To ask questions about changes I will experience</b><br><b>SC: I know what I want to find out about puberty for me</b><br>I can ask the questions I need answered<br>I can reflect on the answers I receive   | Pupils separated by sex – girl/boy group<br>Pupils <u>have the opportunity to</u> ask questions with an adult of the same sex  | consent         | to give permission for something to happen   |
|  |  |  | labour          | the process of delivering a baby   |
|  |  |  | contraction     | the feeling as the uterus prepares to give birth                                   |
| <u>4</u>   | <b>LI: To understand how babies are conceived</b><br><b>SC: I know that sexual intercourse can lead to conception</b><br>I can describe the changes that happen during pregnancy<br>I can reflect on how I feel about this   | Photo Evidence – ask and answer questions about pregnancy and labour   | cervix          | the narrow end at the opening of a women’s uterus                                  |
|  |  |  | midwife         | a medical professional who helps females give birth                                |
| <u>5</u>   | <b>LI: To understand how physical attraction can change relationships</b><br><b>SC: I know that as I become older, I may develop feelings of attraction</b><br>I understand that this can change the nature of the relationship<br>I can explain how I feel about this, and respecting boundaries.               | Make a graffiti wall poster of what being a teenager means to them   | attraction      | a feeling of liking someone on how they look, act or make you feel                 |
|  |  |  | relationships   | committing to one person that you are attracted to                                 |
| <u>6</u>   | <b>LI: To reflect on the changes that are ahead of me</b><br><b>SC: I can identify what I am looking forward to when I am in Year 7</b><br>I can start to think about changes I will make when I am in Year 7<br>I can plan how to go about this   | Pupils to draw on t-shirt template with best memories and moments from primary school.<br>On the other side, what are they looking forward to about secondary school | placenta        | the organ that provides food and oxygen to babies in the uterus                    |
|  |  |  | umbilical cord  | the cord that connects babies to their mother’s placenta, attached at belly button |



## Appendix 2: By the end of primary school pupils should know...

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



| TOPIC                    | PUPILS SHOULD KNOW  |
|--------------------------|---|
| Respectful relationships | <ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul> |
| Online relationships     | <ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>  |
| Being safe               | <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>   |

### Appendix 3: Parent form: withdrawal from sex education within RSE

| 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   |  |       |  |

| TO BE COMPLETED BY THE SCHOOL               |  |
|---|--|
| Agreed actions from discussion with parents |  |
|   |  |