Woodchester Endowed Church of England (Aided) Primary School

'Love, Learn and Flourish Together'

Our church school community seeks to inspire children and adults to love, learn and flourish together so we may become everything God has created us to be.

Relationships and Sex Education (RSE) Policy

January 2024

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Indeed, the body does not consist of one member but of many' (1 Corinthians 12; 14-16)
'Love, Learn and Flourish Together'

Contents

1. RSE Curriculum Intent 4
2. Statutory Requirements 4
3. Definition 5
4. Implementation of the RSE Curriculum 5
   4.1 Curriculum organisation 6
   4.2 Teaching and Learning 7
   4.3 Equality 7
   4.4 Inclusivity 7
   4.5 Use of resources 8
   4.6 Use of external organisations and materials 8
   4.7 Training 9
5. Policy development 9
6. Roles and Responsibilities 9
7. Parents right to withdraw 10
8. Safeguarding 10
9. Monitoring arrangements 10

Appendix 1: Whole School RSE Curriculum Map 12

Ash and Beech 12

Hawthorn and Juniper 13

Willow 14

Appendix 3: By the end of primary school pupils should know 19

Appendix 4: Parent form: withdrawal from sex education within RSE 21

Appendix 5 Class rules for discussions in: Y4/5/6 regarding puberty; menstruation (Y5); conception and birth (Y6) 22

Appendix 6 Y5 Letter about period 23

Appendix 7 Y6 Letter about sex education 24

Change record:

Date	Version	Reason for change
January 23	2.0	Updated to include curriculum changes, introduced intent statement and clarity on how the RSE curriculum is delivered across the school. Also updated to reflect the latest statutory guidance.
January 24	3.0	Re-reviewed ahead of review by Governors. Section 4.7 updated to reflect revision on RSE training and CPD. Appendix 1 updated to remove transition year. Appendix 6 and Appendix 7 added to illustrate letters sent to Y5 and Y6 parents.

1. RSE Curriculum Intent

Our Christian vision is rooted in the desire to nurture the whole community. This Christian vision recognises that we are unique individuals, loved by God.

Our church school community seeks to inspire children and adults to love, learn and flourish together so we may become everything God has created us to be.

Woodchester Endowed Church of England Primary School community seeks to inspire children and adults to love, learn and flourish together so we may become everything God has created us to be. Our Christian vision is rooted in the desire to nurture the whole community, flourishing both now and in the future.
Our RSE Curriculum has been developed in order to reflect and support the school Vision and ambition for all of our children, with a broad and balanced curriculum, based on the 2019 Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance.
It is vital that our children are given the skills to make healthy choices in their lives and equip them to deal with current experiences whilst also preparing them for the next stage of their education and ultimately adult life in an increasing digital world.

- **Opportunities to learn knowledge and skills** – our RSE curriculum allows children to learn age appropriate knowledge in a safe and nurturing environment whilst allowing them to develop skills to keep themselves and others safe. We aim to provide a framework in which sensitive discussions can take place whilst teaching pupils the correct vocabulary to discuss themselves and their bodies.

- **Keeping safe in the world around us** – society is changing and relationships are increasingly digital in nature. Our RSE curriculum supports our children in learning how to protect themselves, their rights and how to communicate safely. It is important to create a positive culture around age appropriate issues of sexuality and relationships.

- **Develop personal confidence and resilience** – to help prepare our pupils develop feelings of self-respect, confidence and empathy.

- **Recognise self-development** – we aim to prepare pupils for puberty, and give them an understanding of age appropriate sexual development and the importance of health and hygiene.

Our curriculum is aligned with the Church of England's "A Charter For Faith Sensitive And Inclusive Relationships Education, Relationships And Sex Education (RSE) And Health Education (RSHE)" and draws on the advice given in the Church of England document 'Valuing All God's Children: Guidance for Church of England schools on challenging homophobic, bi-phobic and transphobic bullying' (Church of England Education Office, second edition updated summer 2019).

2. Statutory Requirements

The law was changed with effect from September 2020 so that primary schools in England must teach relationships education and health education (*The Children and Social Work Act 2017).*

- The relationships education part of the new curriculum teaches what children need to learn to build positive and safe relationships with family and friends and online.
- The health education part of the new curriculum covers both physical health and mental wellbeing and teaches children how to make good decisions about their own health and wellbeing; how to recognise issues in themselves and in others; and how to seek support as early as possible when issues arise.

Sex education is not compulsory in primary schools, but:

- The new curriculum for relationships education and health education does include content on puberty.
- The national curriculum for science 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.

Following this change in the law, the Department for Education published *Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)*. This guidance requires primary schools in England to have a written relationships education policy to cover the following:

- How relationships education is delivered
- What sex education (if any) a school chooses to cover that goes beyond the national curriculum for science and relationships education.

This RSHE policy also supports legal requirements relating to the following:

- *The Equality Act 2010.*
- *The Education Act 1996.*
- *Statutory guidance, Keeping Children Safe in Education 2022*

At Woodchester Endowed CofE Primary School, we teach RSE as set out in this policy whilst also linking to Science and the National Curriculum requirements which states in Y5 that children should be taught to describe the changes as humans develop to old age, including the changes experienced in puberty.

3. Definition

RSHE supports children and young people's personal development including their spiritual, moral, social and cultural development. Its aims are to help children and young people to deal with the real-life issues they face as they grow up and that they will encounter as adults. Their learning will support them both online and offline, to make informed choices about their safety, physical and mental health, enabling them to live positive and fulfilled lives. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

RSE is enhanced by a supportive school ethos where everyone is valued, positive relationships are promoted and there is a safe learning environment.

4. Implementation of the RSE Curriculum

Our RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary to take account of current affairs, feedback from staff or parents or other external factors. The aims of our curriculum are to:

- Provide accurate and age-appropriate information
- Include all children
- Help children make informed choices
- Develop knowledge, skills and attitudes
- Build confidence and self-esteem
- Develop personal attributes
- Prepare children for the next stage of education and adulthood
- Develop positive and inclusive attitudes to everyone, particularly to those with protected characteristics under the Equality Act 2010.

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

Primary sex education will focus on:

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

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

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

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 make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

4.1 Curriculum organisation

The best practice approach is for RSE to be covered as part of a wider programme of PSHE education and this is the approach used at Woodchester. RSE lessons are delivered on a weekly basis as part of the wider PSHE education. Lessons are timed to allow children to explore topics and reflect on their learning with KS1 lessons lasting between 30 and 45 minutes; KS2 lessons last between 50 and 60 minutes.

Cross-curricular links are important and where possible teachers will include links to other topics in their planning. The curriculum has been organised so that annually Y4 children will be taught about puberty. This will be covered in mixed classes and taught by a class teacher. The teaching will explain both the physical and mental changes of puberty, linking to the Science curriculum. Children will learn about the changes their bodies will under go and how the opposite sex will also change.

Annually, Y5 children will be taught about periods and the purpose of a period. This will be taught in single sex classes in order to ensure that all are comfortable with the topic covered. Children will learn about the menstrual cycle and how they can go to for help if they need to. Girls will be shown different examples of sanitary protection and be shown the school's provision which they may access when needed.

Y6 children will learn about the physical and emotional changes of puberty in the mixed class setting. Children will learn the correct scientific vocabulary for parts of the body.

At all times the correct scientific vocabulary will be used for definition of terms. These are available on request to parents.

Notification prior to teaching of these units will be provided by the class teacher as part of the termly curriculum overview. A letter will be sent home by the Y6 teacher prior to the teaching of the unit Safety and the changing body giving parents the opportunity to withdraw their child from lessons regarding conception and birth if required.

Prior to the teaching of these units a set of class discussion rules will be shared and agreed with the class. These are shown in Appendix 4. Children will have the opportunity to ask questions in class and will also be provided with an anonymous questions box so that they may ask questions unobtrusively before or after the lesson. Responses will be provided verbally by the class teacher as part of the starter to the following lesson.

Please see Appendix 1 for a breakdown of our RSE curriculum map.
We have chosen to use the Kapow Primary RSE scheme of work, which provides full curriculum coverage, including all the statutory content for each year group. Appendix 2 contains a breakdown of the statutory content for each year group of RSE provision.

4.2 Teaching and Learning

RSE is delivered in line with the school's teaching and learning policies. However, as the subject deals with real-life experiences, it is important to establish a safe and positive learning environment using the following approaches:

- Establishing clear ground rules in consultation with children. Ground rules should include confidentiality, respect for others, privacy and boundaries.
- Using distancing techniques including de-personalised discussions and role play.
- Using clear language to avoid misunderstandings.
- Avoiding prejudice and assumptions about children's abilities, desires, background and experiences.
- Dealing sensitively with unexpected questions and comments.
- Assessing and building on existing knowledge and experiences.
- Ensuring that learning is engaging, using a range of activities, including structured discussion and problem-solving.
- Providing a range of opportunities to learn, practise and demonstrate knowledge, skills and attitudes.
- Allowing time for reflection.
- Providing differentiated learning.
- Using a variety of groupings to enhance learning.

4.3 Equality

Under the *Equality Act 2010*, the school is under a legal duty to eliminate discrimination, advance equality of opportunity and foster good relationships between those with protected characteristics and those without. The protected characteristics are:

- Age.
- Marriage and Civil partnership.
- Disability.
- Race.
- Religion and belief.
- Sexual orientation.
- Sex.
- Pregnancy and maternity.
- Gender reassignment.

In addition, the school must consider the needs of those with Special Educational Needs and Disabilities (SEND). The RSE programme will meet the needs of all children. Lessons will include content that will tackle discrimination and foster good relationships.

4.4 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of differentiation needed

4.5 Use of resources

Recognising that we are a church primary school, we **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

4.6 Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with pupils' developmental stage
  - Comply with:
    - This policy
    - The Teachers' Standards
    - The Equality Act 2010
    - The Human Rights Act 1998
    - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use

- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

4.7 Training

Staff are able to access CPD through our scheme provider, Kapow, as well as access development opportunities through our partner, Gloucestershire Healthy Living and Learning.
The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE as and when these opportunities are available.

5. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.

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

3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy.

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

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

6. Roles and Responsibilities

The governing body

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 (see section 9). In addition, the headteacher is responsible for:

- Overseeing the development and delivery of RSHE.
- Providing staff with the opportunity to contribute to the development of RSHE.
- Providing information to the trustees/governors.
- Providing training for the subject leader and staff, as required.
- Supporting the subject leader to liaise with parents and carers.
- Dealing with parents and carers who wish to withdraw a child from sex education

Subject Leader

The subject leader is responsible for updating the RSE policy to take account of the latest legislation and statutory guidance from government. The subject leader is responsible for the whole school curriculum map and for monitoring the provision of teaching and learning. Monitoring will be undertaken on a regular basis and fed back to

staff, the headteacher and governors. The subject leader is also responsible for consulting with parents and the school community about RSE.

Staff

All teachers are responsible for teaching RSE at our school. On rare occasions, Teaching Assistants may also be involved in teaching RSE under the guidance of the class teacher or subject lead.
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.

Pupils

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

7. 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 which cover any aspects of sex education. Here at Woodchester, sex education is only taught in the Summer of Year 6 and covers conception and birth.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher. Where parents make a request to withdraw, it may be sensible for a discussion to take place between staff and parents to understand any concerns raised. Should parents still wish for their child to be withdrawn from sex education then alternative school work will be provided for those pupils to complete outside of the classroom whilst still in school.

8. Safeguarding

RSHE includes sensitive topics. It is, therefore, possible that discussions will prompt safeguarding disclosures. Should any information be disclosed that falls under safeguarding requirements, the school's safeguarding process will be followed. The school's designated safe guarding officer, or deputy, will be informed. Appropriate steps will be then be taken to provide additional support for children as and when required.

9. Monitoring arrangements

As a maintained school, the school is subject to a variety of monitoring arrangements for RSE. These include, but are not limited to:

- Headteacher and Governors monitor coverage of National Curriculum subjects and compliance through other statutory requirements through:
  - Visits
  - Book looks
  - Attendance at staff meetings
  - Staff surveys
  - Teaching observations.
- The Subject Lead will monitor the way in which their subject is taught through the school by:
  - Learning walks

- Book looks
- Review of working walls
- Teacher drop-in observations
- Child voice surveys

In addition, the Subject Lead will also have responsibility for monitoring the way in which resources are stored and managed.
Staff monitor pupils' development in RSE as part of our internal assessment systems.

Appendix 1: Whole School RSE Curriculum Map

Ash and Beech

Class/Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year (2023-2024 Kapow Cycle B)						
Ash	EYFS Self-regulation: My feelings	EYFS Building relationships: special relationships	EYFS Managing self: taking on challenges	EYFS Self-regulation: listening and following instructions	EYFS Building relationships: My family and friends	EYFS Managing self: happy head, happy heart
Beech	Y2 Families and relationships	Y2 Health and Wellbeing	Y2 Safety and the changing body	Y2 Safety and the changing body Y2 Citizenship	Y2 Citizenship Y2 Economic wellbeing	Y2 Economic wellbeing Y2 Transition
Year (2024-2025 Kapow Cycle A)						
Ash	Y1 Families and relationships	Y1 Health and Wellbeing	Y1 Safety and the changing body	Y1 Safety and the changing body Y1 Citizenship	Y1 Citizenship Y1 Economic wellbeing	Y1 Economic wellbeing Y1 Transition
Beech	Y1 Families and relationships	Y1 Health and Wellbeing	Y1 Safety and the changing body	Y1 Safety and the changing body Y1 Citizenship	Y1 Citizenship Y1 Economic wellbeing	Y1 Economic wellbeing Y1 Transition
Cycle B and Cycle A will then be alternated.						

Hawthorn and Juniper

Class/Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year (2023-2024 Kapow Cycle B)						
Hawthorn & Juniper	Families and relationships Y4	Health and Wellbeing Y4	Safety and the changing body Y4	Safety and the changing body Y4 Citizenship Y4	Citizenship Y4 Economic wellbeing Y4 *Including menstruation Y5 only taught in single sex groups*	Economic wellbeing Y4 Transition Y4
Year A (2024 – 2025)						
Hawthorn	Y3 Family and relationships	Y3 Health and wellbeing	Y3 Safety and the changing body	Y3 Safety and the changing body Y3 Citizenship	Y3 Citizenship	Y3 Economic wellbeing
Juniper	Y5 Family and relationships	Y5 Health and wellbeing	Y5 Safety and the changing body	Y5 Safety and the changing body Y5 Citizenship	Y5 Citizenship *Including menstruation Y5 only taught in single sex groups*	Y5 Economic wellbeing
	Notes: During Spring 2/Summer 1 Safety and the changing body only Y5s will be taught the menstruation lesson as single sex classes. On the cycle when Y4 curriculum is covered, Hawthorn Y3s will not be taught the Y4 introducing puberty lesson.					

Willow

Class/Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year (Annual timetable)						
Willow	Y6 Family and relationships	Y6 Health and wellbeing	Y6 Health and wellbeing Y6 Safety and the changing body	Y6 Safety Y6 Citizenship	Y6 Citizenship Y6 Economic wellbeing	Y6 Economic wellbeing Y6 Identity Y6 Transition: dealing with change Y6 The changing body *Parents have the right to withdraw their child from Conception/Pregnancy and birth lessons
Notes: *Parents have the right to withdraw their child from Conception/Pregnancy and birth lessons						

Appendix 2: RSE Curriculum Mapping to statutory requirements

RSE is not part of the EYFS curriculum

Year Group	Topic	Term	Content
1	Families and relationships		• that families are important for children growing up because they can give love, security and stability • 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 • 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 • practical steps they can take in a range of different contexts to improve or support respectful relationships • what a stereotype is, and how stereotypes can be unfair, negative or destructive • how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.
	Health and Wellbeing		• the importance of self-respect and how this links to their own happiness
	Safety and the changing body		• 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 • how to respond safely and appropriately to adults they may encounter (in all contexts) who they do not know • how to recognise and report feelings of being unsafe or feeling bad about any adult • how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.
2	Families and relationships		• 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 for them • that families are important for children growing up because they can give love, security and stability • 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 • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • practical steps they can take in a range of different contexts to improve or support respectful relationships • the conventions of courtesy and manners • what a stereotype is, and how stereotypes can be unfair, negative or destructive • how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.

	Safety and the changing body		• that people sometimes behave differently online, including by pretending to be someone they are not • 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 • 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 • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to recognise and report feelings of being unsafe or feeling bad about any adult • how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse. • how to report concerns or abuse, and the vocabulary and confidence to do so • where to get advice from e.g. family, school and/or other sources
3	Families and relationships		• 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 for them • 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 • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed • 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 • practical steps they can take in a range of different contexts to improve or support respectful relationships • 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 • what a stereotype is, and how stereotypes can be unfair, negative or destructive
	Safety and the changing body		• 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 • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.

4	Families and relationships		• 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 • 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 for them • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed • 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 • the conventions of courtesy and manners • 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 • what a stereotype is, and how stereotypes can be unfair, negative or destructive • the importance of permission-seeking and giving in relationships with friends, peers and adults • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.
	Health and wellbeing		• the importance of self-respect and how this links to their own happiness • how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.
	Safety and the changing body		• how information and data is shared and used online • 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 • how to recognise and report feelings of being unsafe or feeling bad about any adult • how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.
5	Families and relationships		• how important friendships are in making us feel happy and secure, and how people choose and make friends • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • 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 • the importance of self-respect and how this links to their own happiness • 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 • what a stereotype is, and how stereotypes can be unfair, negative or destructive

	Safety and the changing body		● how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. ● how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse. ● how to recognise and report feelings of being unsafe or feeling bad about any adult
6	Families and relationships		● 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 ● practical steps they can take in a range of different contexts to improve or support respectful relationships ● 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 ● what a stereotype is, and how stereotypes can be unfair, negative or destructive ● how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.
	Health and wellbeing		● how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.
	Safety and the changing body		● the importance of permission-seeking and giving in relationships with friends, peers and adults ● the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them ● that people sometimes behave differently online, including by pretending to be someone they are not ● 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 ● how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.

Appendix 3: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • 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 • 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 • 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 • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • 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 • 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
Respectful relationships	• 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 • 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 • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults

TOPIC	PUPILS SHOULD KNOW
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • 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 • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • 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 • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 4: 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	Include notes from discussions with parents and agreed actions taken.

Appendix 5 Class rules for discussions in: Y4/5/6 regarding puberty; menstruation (Y5); conception and birth (Y6)

These class rules will be discussed by each class prior to the start of the topic Safety and the changing body. A copy will be displayed in the classroom close to the questions box and children will be reminded of the rules on a regular basis.

This can be a topic that some of you may find difficult to discuss, as you may feel embarrassed. However, it is an incredibly important part of your education, and knowing how to be safe and healthy within relationships is vital and it's the law that you are taught these lessons.

Ground rules for the lessons

I agree to respect other people's opinions.	
I agree not to laugh at others when they ask questions or make comments in discussions. We are all at different stages with our knowledge, and that's OK ☺	
I agree to consider when contributing to discussions; Is what I am about to say appropriate? Is it too private to share at school?	
I agree to not mention anybody by name.	
I agree to ask questions if I have any, I can either put my hand up and ask them, or use the anonymous question box which will be passed around from time to time.	
I will try my best to handle these lessons maturely, and if I need 5 minutes to leave the room, I will ask the Teacher.	
I know that if I don't understand something, it is OK to ask for it to be explained again.	
What is said in the room, stays in the room! These are not discussions to have over lunch or leisure, where younger students could overhear.	
I will try to take part in the discussions, but I know I don't have to, it's OK to just listen.	
I will not ask any adults at school questions which are of a personal nature.	

Appendix 6 Y5 Letter about period

Dear Year 5 Parents and Carers,

After the half-term break, children will be learning about the Changing Body as part of their learning in PSHE (Personal, Social, Health and Economic education). The children will be learning about parts of the body and what happens to their bodies as they grow. They will be learning about menstruation.

We have elected to teach the girls and boys separately in single-sex groups. When teaching about menstruation the children will be taught in single sex groups. The same content will be delivered to both groups but we will go into more detail for the girls including the provision of products if required whilst at school.

We know that learning about what happens to our bodies as we grow raises many questions for children. Our intention is to make the lessons as sensitive as possible to the background of all of our pupils whilst ensuring that they will access lessons fully so that they learn facts from a trained teacher rather than second-hand misinformation.

At the start of term, ground rules for class discussion will be set by the teacher and agreed by all pupils. These will be referenced at the start of each lesson in order to ensure that children understand clearly what is expected from a behaviour point of view. I have attached these at the end of this letter for your reference.

Before teaching any content all children will be made aware of the "Question Box' in class. Children may write any questions they have, anonymously if they wish, and put them in the box. Teachers will read these outside of lessons so they can then plan the best way to address common themes and answer questions with clarity and in a supportive and constructive way.

Should you have any queries about this area of learning, then please do not hesitate to contact myself or Mrs Loomes (Subject Lead for RSE).

Yours sincerely

Appendix 7 Y6 Letter about sex education

Dear Year 6 Parents and Carers,

After the half-term break, towards the end of June and into early July, children will be learning about relationships and sex education as part of their learning in PSHE (Personal, Social, Health and Economic education). The children will be learning about:

- Physical and emotional changes in puberty (this includes the names of internal and external body parts)
- Conception (this includes a revision of menstruation from Y5) *
- Pregnancy and birth *

*Parents have the right to withdraw their children from these topics. Should you wish to withdraw your child from these two sessions then please come and see me so that I can address any concerns that you may have.

Whilst the teaching will be sensitive to the topic matter and the age of the children, they will be taught as a mixed class. Before teaching any content, all children will be made aware of the "Question Box' in class. Children may write any questions they have, anonymously if they wish, and put them in the box. Teachers will read these outside of lessons so they can then plan the best way to address common themes and answer questions with clarity and in a supportive and constructive way.

We know that learning about what happens to our bodies as we grow raises many questions for children. Our intention is to make the lessons as sensitive as possible to the background of all of our pupils whilst ensuring that they will access lessons fully so that they learn facts from a trained teacher rather than second-hand misinformation.

At the start of term, ground rules for class discussion will be set by the teacher and agreed by all pupils. These will be referenced at the start of each lesson in order to ensure that children understand clearly what is expected from a behaviour point of view. I have attached these at the end of this letter for your reference.

Should you have any queries about this area of learning, then please do not hesitate to contact me.

Yours sincerely