

**Badgerbrook Primary School**  
**Draft Relationships Education Policy**  
Including Sex Education Policy

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## **1. Context**

This Relationships Education Policy must be read in conjunction with our PSHCE Policy.

### **1.1 Relationships Education in our school**

We believe Relationships Education is learning about emotional, social and physical aspects of our lives, about ourselves and our relationships. It enables pupils to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships. It equips pupils with information and skills they need to understand about themselves, their peers and people they meet in the wider community. It explores risks, choices, rights, responsibilities and attitudes. It will help pupils to develop skills to keep themselves and others safer, physically and emotionally, both on and off line. Relationships Education enables pupils to explore their own attitudes and those of others respectfully.

Relationships Education makes a major contribution to fulfilling our school's overarching aims and objectives for our pupils by learning, achieving and celebrating together. Badgerbrook Primary School strives to enrich the lives of our pupils, their families and the community around us. By learning together, we will develop knowledge, understanding and a positive attitude to ourselves and those around us. Our approach will always be respectful and kind as we challenge ourselves to be better teachers, parents, pupils and members of the school community.

### **1.2 Context of Wider PSHCE**

We deliver Relationships Education as part of our wider provision of Personal, Social, Health and Citizenship Education (PSHCE), which also includes statutory Health Education.

The aims of Relationships Education are further supported by interventions, extracurricular and enrichment activities we provide. For example, developing as a Healthy School, social skills interventions.

### **1.3 Intent of Our Relationships Education Curriculum**

Through the delivery of Relationships Education, we intend to further our school's aims of providing a curriculum which is relevant to the needs of pupils, both now and in the future. It will enable pupils to develop knowledge, skills and attitudes which enhance their personal development and wellbeing. This will have a direct, positive effect on their progress and achievement in school.

All adults in school will work towards achieving these aims for Relationships Education. We seek to enable our children to:

- develop interpersonal and communication skills
- develop positive, personal values and a moral framework that will guide their decisions and behaviour
- respect themselves and others, their views, backgrounds, cultures and experiences
- develop respectful, caring relationships based on mutuality, reciprocation and trust
- develop their ability to keep themselves and others safe, physically and emotionally, both on and off line

- develop their understanding of a variety of families and how families are central to the wellbeing of children
- recognise and avoid coercive and exploitative relationships
- explore relationships in ways appropriate to their age and stage of development
- value, care for and respect their bodies
- build confidence in accessing additional advice and support for themselves and others.

## **2. Implementing Our Policy**

### **2.1 Inclusion**

In relation to those with special educational needs or disability, we ensure our Relationships Education programme provides for those with additional needs. We recognise that those with SEND are often more vulnerable to sexual harassment and abuse and that we need to ensure that children are supported to develop appropriate strategies and attitudes to keep themselves safer. We consider:

- their level of vulnerability to coercion and pressure
- their previous experience of negative behaviours in peer or child-adult relationships
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve all staff, including ancillary staff and parents/carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils

### **2.2 Equality**

The Equality Act 2010 has special resonance in Relationships Education. Through this area of learning we seek to develop key interpersonal skills such as respect and empathy which enable pupils to understand the rights and responsibilities we all have towards one another.

The protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We will ensure that our provision of Relationships Education is not only equally accessible and inclusive for all pupils with protected characteristics, or who have family members with protected characteristics, but also that it reduces discrimination, advances equality of opportunity and encourages good relations between different groups.

In order to ensure that Relationships Education meets the needs of all:

- We will reflect a range of lifestyles and family structures so that all children see themselves and their families reflected back in the lessons.
- We will ensure that the law in relation to, for example, marriage, online behaviours, sexuality, gender and violence are explained in age appropriate ways.

- Where there are different cultural or religious views about families, relationships or behaviours, we will share these to ensure children see their family views represented.
- We will not seek to gain consensus, but will accept and celebrate difference.
- We will, as appropriate, ensure that a variety of views and beliefs are reflected back to pupils.
- In order to ensure that children of all genders can access information they need, we will teach in mixed gender groups wherever possible.
- We will encourage respect and discourage abusive and exploitative relationships.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

We support children in developing their knowledge about and attitudes towards diversity throughout units of work including:

- Diversity and Communities
- Family and Friends
- Beginning and Belonging

### 2.3 Safeguarding

We understand the importance of high quality Relationships Education as we fulfil our statutory safeguarding duties. Relationship Education enables pupils to understand about mutual, consensual and reciprocated relationships in all their forms. Whether the children are learning about friendships, families, relationships in school or the wider community, they will be developing essential skills which underpin their ability to recognise abusive relationships. Teaching about 'Family and Friends' and 'Anti-bullying' enables us to fulfil our statutory duty to prevent 'peer-on-peer' abuse.

In the case of RSE and Personal Safety, we recognise that effective teaching may alert children to what is appropriate and inappropriate behaviour (including inappropriate sexual behaviour) and that there is an increased possibility that a disclosure relating to abuse may be made. RSE and Personal Safety enable us to fulfil our duty to prevent Female Genital Mutilation (FGM). All staff are aware of the Safeguarding and Child Protection procedures and will report disclosures or concerns to the Designated Safeguarding Lead (DSL) immediately.

### 2.4 Development of the Policy

This policy has been developed in consultation with pupils, staff, governors and parents/carers. The consultation period followed the provision of information about the duties and statutory elements which have to be included in Relationships Education. It has also included gathering views on needs and priorities for the school community.

All views expressed by pupils, staff, governors and parents/carers about the policy have been considered. Consultation did not give a veto to individual members of the school community. The final decision on policy and delivery has been made by the school, having listened to the needs and views of the school community

## 2.5 Consulting on our Policy

Before consultation activities, parents/carers, pupils and other stakeholders have been given information about Relationships Education and associated duties in ways which are accessible to them. They have been asked for their views about appropriate ages for particular topics, to share relevant views and beliefs and to consider the suitability of the school's aims for Relationships Education.

Some parents/carers and pupils have been consulted directly through surveys, drop ins, structured lesson content. Parents/carers and pupils have also been represented by a working party, pupil council, focus group, parent/carer forum, parent/carer governors.

Further consultation with parents/carers and pupils will be carried out when the policy is reviewed, which happens at least every 3 years.

## **3. Involving the Whole School Community**

### 3.1 Working with Staff

Teaching Relationships Education can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop their own knowledge, skills and attitudes. We recognise that every adult has different personal beliefs and attitudes, but that all teachers must understand and comply with their duties connected with safeguarding, equality and inclusion.

Teachers have a duty to deliver statutory areas of the curriculum and all teachers will be supported to develop their skills in delivering non-statutory areas such as sex education. We will discuss relevant issues and staff concerns and, where appropriate, arrange training to enable staff members to feel confident in delivering the various aspects of Relationships Education. We will also encourage the sharing of good practice. We may also use team teaching to develop confidence.

Those with special responsibility for the development of Relationships Education will be offered opportunities to consult with advisors and attend external training courses.

### 3.2 Engaging with Pupils

We will involve pupils in the evaluation and development of their Relationships Education in ways appropriate to their age. We will seek opportunities to discuss children's views about the content of their PSHCE lessons.

- We will refer to local/countywide/national data e.g. Health Related Behaviour Survey for our school/district.
- We will engage the pupils in assessment activities to establish their development needs, for example 'Draw and Write' activities.
- We will encourage pupils to ask questions as they arise by providing anonymous question boxes.
- We will ask pupils to reflect on their learning and set goals for future learning.
- We will consult pupils (e.g. through School Council) about their perception of the strengths of our Relationships Education provision and the areas to be further developed.

### 3.3 Working with Governors

This policy has been developed with governor involvement, so that the governors are able to fulfil their statutory duties.

It is the responsibility of the governors to ensure, through consultation, that the Relationships Education Policy reflects the needs and views of our community. In order to facilitate this process, the Relationships Education Policy will appear annually on the agenda of one governors' meeting. The policy will be available on the school's website. A link governor for PSHCE (including Relationships Education) will be nominated.

It is the role of governors to ensure that:

- pupils make progress in Relationships Education in line with the expected educational outcomes
- the subject is well led, effectively managed and well planned
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in a way which is accessible to all
- clear information is given to parents/carers
- the subject is resourced and taught in a way which enables the school to fulfil statutory requirements.

### 3.4 Communicating with Parents/Carers

Parents/carers are the first educators of their children about relationships, emotions, empathy, respect and growing up. We recognise that many children like to receive information about relationships from their parents/carers in addition to their learning in school. Therefore, we seek to work in partnership with parents/carers when planning and delivering Relationships Education. We will encourage this partnership by:

- Sharing details of our curriculum on our website
- Informing parents/carers by newsletter or leaflet of forthcoming Relationships Education topics e.g. Personal Safety, Anti-bullying and RSE
- Inviting parents to learn more about the approach used in Relationships Education and RSE
- Informing parents/carers about PSHCE, Relationships Education and RSE programmes as their child joins the school through the school website
- Providing supportive information about parents' role in Relationships Education
- Inviting parents to discuss their views and concerns about Relationships Education on an informal basis through drop ins and appointment
- Signposting parents/carers to sources of support to help them address the needs of their child or build their own confidence in talking about relationships with their children.

### 3.5 Working with External Agencies and the Wider Community

We believe that all aspects of Relationships Education are most effectively taught by those who know our pupils well and are aware of their needs. We encourage visitors to our school,

who may enhance, but never replace, our planned provision. We will work closely with visitors to ensure that the needs of our pupils are met.

We will follow this Code of Practice when working with visitors:

- The care and management of pupils is the responsibility of the school at all times.
- In class teaching situations, visitors will not be asked to work alone with pupils, but will be supported by a member of staff.
- The school will know whether visitors are DBS checked and arrangements will be made to accompany them as appropriate.
- All visitors will be made aware of the content and principles of this Policy, prior to their visit.
- All lessons will be planned in direct liaison with the RSE leader/Class teacher, taking account of the age and needs of the group and the context of the work within the Relationships Education programme.
- Visitors will be reminded that, whilst contributing to Relationships Education in a classroom setting, they must adhere to the same confidentiality code as staff members. Class teaching must be seen as separate from health or other targeted interventions to support wellbeing.
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the RSE leader/Class Teacher beforehand.
- The contributions of visitors will be regularly monitored and evaluated.

#### **4. Curriculum Organisation**

Our Relationships Education Curriculum is wholly consistent with the DfE statutory requirements for Relationships Education and Health Education (2020), National Curriculum (2014), other DfE and OfSTED guidance. It also reflects best practice described by the Sex Education Forum and PSHE Association. We consider Relationships Education to be a continuous process of learning, which begins before the children enter our school and continues into adulthood. We have planned a curriculum appropriate to each age group with a spiral of progression. All adults working with children have a part to play in supporting the delivery of Relationships Education.

Relationships Education is learning about:

- Families and People who care for me
- Caring Friendships
- Respectful relationships
- Online Relationships
- Being Safe

Our PSHCE topic structure does not separate delivery of Relationships Education from Health Education and wider PSHCE. We deliver topics which, taking the lead from children's lived experiences, consider related themes including development of knowledge, skills and attitudes in an integrated way. The topics where Relationships Education is a significant driver are:

- Anti-bullying
- Digital Lifestyles
- Diversity and Communities
- Family and Friends
- Managing Change
- My Emotions
- Personal Safety
- Relationships and Sex Education

Also: Working Together, Beginning and Belonging, Rights, Rules and Responsibilities Relationships Education will be taught in:

- PSHCE through designated lessons, circle time, focused events, health weeks
- Other curriculum areas, especially Science, English, RE, PE and computing
- Enrichment activities, especially our assembly programme, SEAL programme, growth mindset approaches, visits from the Life Education Centre, social skills groups, involvement in school trips and adventurous activities, activities carried out as part of our development as a healthy school.

#### 4.1 Teaching Methodologies

Our aim is that teachers use a range of teaching methodologies where skills such as communication, compromise and negotiation are practised in classroom situations and where attitudes such as respect and empathy are modelled and discussed. We encourage teachers to ensure that group work, debate, taking other people's view points and working together are practised in all RSE lessons and across the wider curriculum. Our Relationships Education lessons are not simple opportunities to give information, but to explore views and perspectives and develop possible solutions through discussion and interaction. In keeping with this approach we base our curriculum on a series of questions children will have the opportunity to engage with, rather than banks of knowledge they will acquire.

**Ground Rules:** Relationships Education is taught in a safe, non-judgemental environment where all adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any Relationships Education work, in addition to those already used in the classroom.

They will cover the following areas:

- appropriate use of language
- the asking and answering of personal questions
- strategies for checking or accessing information.

**Distancing Techniques:** In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will use fiction, puppets, case studies, role-play, videos, theatre

in education to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

#### 4.2 Relationships and Sex Education (RSE)

Our topic, RSE, combines elements of Relationships Education (e.g. learning about families, personal safety and emotional wellbeing) with aspects of Health Education (e.g. learning about the spread of illnesses and the changing adolescent body). This combination offers the best location for our provision of non-statutory sex education. Although 'RSE' as a subject is not statutory at primary level, many aspects of our RSE topic are statutory parts of Relationships Education and Health Education. Some elements of our RSE topic are part of the statutory National Curriculum for Science (e.g. the biological aspects of puberty, reproduction and the spread of viruses).

We will ensure that children receive teaching about puberty at Y5 and Y6 in order to prepare them for the physical, emotional and social changes they are approaching or undergoing. We will review the age at which puberty is introduced depending on the needs of each cohort. We understand that at times children will benefit from varying methods of delivering the RSE curriculum. For example, we may use single-sex groups or small group teaching where this will help us to meet the needs of particular children more effectively, we will use team teaching where this enables us to best use teacher expertise. We will ensure there are positive educational reasons for each method of delivery.

#### 4.3 Curriculum Materials and Resources

We will primarily use the Cambridgeshire Primary Personal Development Programme and the resources recommended within it when planning and delivering Relationships Education. We will avoid a 'resource-led' approach, instead focussing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will evaluate teaching resources thoroughly before using them.

We will select resources which:

- are consistent with our curriculum for Relationships Education
- relate to the aims and objectives of this policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- appeal to adults and children
- are up-to-date in factual content
- are produced by a reputable organisation
- do not show unfair bias e.g. towards a commercial product, religious view point
- avoid racial, gender, sexual, cultural and religious stereotyping and heteronormativity
- encourage active and participative learning
- conform to the statutory requirements for Relationships Education.

#### 4.4 Safe and Effective Practice

At Badgerbrook, we have a clear Confidentiality Policy, which is shared with staff, pupils and parents/carers. This policy is communicated to parents/carers in the School website. The policy states that:

- Staff are unable to offer absolute confidentiality.
- We will reassure children that staff will act in their best interests and that this may involve sharing information if the child is at risk of harm.
- Children will be told if information is to be shared (taking special care with very young children or those with significant special needs) and will be offered appropriate support.

Professionals, such as school nurses and youth workers, are bound by their professional codes of conduct when offering advice and guidance to individual pupils. This often involves offering a greater level of confidentiality than school staff are able to give. However, in a classroom and other teaching situations, when they are contributing to our planned Relationships Education programme, they will follow the school's Confidentiality Policy. Health professionals will ensure that children are aware of the boundaries of confidentiality when beginning work with classes.

**Answering Questions:** We acknowledge that sensitive and complex issues will arise in Relationships Education, as pupils will naturally ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content. As a first principle, we will answer questions relating to the planned curriculum for that age group or below to the whole class. We will answer questions relating to areas beyond the planned curriculum for that age group, in a sensitive and age appropriate way, only to the pupil/s who have asked the question. The class teacher may decide to inform families about questions which go beyond the planned curriculum, in order to further home/school partnerships. If a member of staff is uncertain about the answer to a question which goes beyond the curriculum, or indeed whether they wish to answer it, they will seek guidance from the RSE leader/Designated Safeguarding Lead. In some cases, the question will reach beyond the planned curriculum for Y6 and the question will not be answered in school. The child will be asked if they would like support to ask their questions at home or to another trusted adult.

When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where the question indicates the need for pastoral support, the conversation will be deferred to a time outside the teaching session and other colleagues may be involved. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, coercion or exploitation, teachers will pass this information to the DSL in line with the school Safeguarding policy.

**Sexually Active Pupils:** There are extremely rare occasions where a primary-aged child, who is sexually active or contemplating sexual activity, approaches an adult. If this occurs in our school, it will be viewed as a child protection issue. The designated member of staff will follow Safeguarding Procedures and seek advice from the DSL.

#### 4.5 Assessment, Recording, Reporting

Relationships Education will be assessed in a variety of ways, including the use of self-assessment and teacher assessment. From time to time, the RSE leader will ask staff to

reflect on the effectiveness of learning in particular units of work in order to inform future planning. We will also use a class record book to record whole class discussions and group work in RSE as we do for PSHE.

## **5. Sex Education Policy**

### **5.1 Definition of Sex Education**

Following guidance from the DfE, we define Sex Education as learning about 'how a (human) baby is conceived and born'.

This extends the learning about sexual reproduction in 'some plants and animals' required through the Science national curriculum. It also complements the statutory requirement to teach about puberty as part of Science and Health Education, as understanding sexual reproduction in humans enables children to understand the processes of puberty.

### **5.2 Consultation about Sex Education**

We have taken into account the DfE's recommendation that all primary schools have a Sex Education programme and we understand that this is not statutory. We understand that our teaching in sex education must be tailored to the needs and physical and emotional maturity of the pupils.

Parents/carers, governors and pupils have been consulted about this and our school has decided that we will offer content in Sex Education in the context of Relationships Education and RSE.

### **5.3 Content of Sex Education**

The content of our Sex Education programme will be gradually developed in an age appropriate way. **The children will not learn about human sexual reproduction until Y5/6.**

Y1/2 will learn that human babies grow inside their mothers alongside learning in Science that adult animals produce offspring like themselves. (Cats have kittens. Cows have calves etc.)

Y3/4 will learn that every human began when a seed from a male and an egg from a female join together. They will not yet learn about the means by which egg and sperm join.

Y5/6 will learn about human sexual reproduction and other ways that eggs and sperm are joined (eg IVF) in age appropriate detail. They will learn about vaginal birth and caesarean section in age appropriate ways, reflecting the experiences of children and families they know

### **5.4 Teaching Methodologies**

In Sex Education there is a certain amount of knowledge which has to be imparted. Teachers will give the facts in an accessible way using a range of approaches, such as picture books and scientific descriptions. Pupils will be asked to consolidate their learning in ways which enable them to develop skills to discuss sexual body parts and functions confidently.

### **5.5 Delivery of the Sex Education Curriculum**

Sex Education will be delivered as part of our topic called Relationships and Sex Education (RSE) by a teacher, who knows the needs and natures of the children. The teacher is best placed to tailor the learning to the needs of the pupils.

Parents/carers will be informed about the content of the curriculum in advance of teaching and will be invited to talk to staff if they have any questions.

Teachers will be offered support to develop their skills and to learn from others where needed.

### 5.6 Right to be excused from Sex Education

Parents/carers have the right to request that their child be excused from some or all of Sex Education delivered as part of statutory Relationships Education. Before granting any such request, the Headteacher/RSE Leader will discuss the request with parents/carers (and if appropriate with the child) to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The educational, social and emotional benefits for the child of being part of the lessons will also be discussed. We will record the discussion and the outcomes.

We will offer support and resources to parents/carers who wish to deliver Sex Education at home.

If a pupil is excused from Sex Education, we will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. The parents/carers will be asked to reconfirm their decision to withdraw their children from Sex Education each time a Sex Education element is planned for their child.

## **6. Monitoring, Review and Evaluation**

This policy was drafted in August 2020 for consultation. Once shared with Governors and adopted it will be reviewed at least every 3 years in line with the school's monitoring cycle.

Monitoring, review and evaluation of the Policy is the responsibility of the RSE leader and Head Teacher. The governing body will ask for information relating to the effectiveness of the policy when it is monitored every year. Information will be gathered from the Headteacher, the RSE Leader, parents/carers and pupils to inform judgements about effectiveness. The policy will be comprehensively reviewed with engagement from members of the school community every three years, or sooner if an issue or incident occurs which warrants it. Information gathered to inform the comprehensive review may include information about pupil progress and attainment, feedback from the teachers about the curriculum provision and staff confidence, views of parents/carers, parent/carer comments and concerns, level of parent/carer withdrawal from Sex Education.

Policy review: September 2023

RSE Subject Leader: Mr T Cooper

Signed:

Date:

Headteacher

## 7. Appendix

### 7.1 Cambridgeshire PSHCE Long Term Plan (Including RSE units)

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Foundation</b>	Beginning and Belonging MMR1BBF	Family and Friends (incl. anti-bullying) MMR2 FFF My Emotions MMR3 MEF	Identities & Diversity CI1 IDF Me and My World CI2 MWF	My Body and Growing Up HSL1 BGF	Keeping Safe (incl. Drug Education) HSL2 KSF	Healthy Lifestyles HSL3 HLF
<b>Year 1</b>	Beginning and Belonging MMR4BB12	Family and Friends MMR6 FF12 Anti-bullying MMR7 AB12	Diversity and Communities CI4 DC12	Sex & Relationships Education HSL6 SR1 Drug Education HSL8 DE12	Personal Safety HSL9PS12	Managing Change MMR8MC12
<b>Year 2</b>	Rights, Rules and Responsibilities CI5 RR12	My Emotions MMR5 ME12 Anti-bullying MMR7 AB12	Working Together CI8 WT12 Financial Capability EW1 FC12	Sex & Relationships Education HSL10SR2 Drug Education HSL8 DE12	Managing Risk HSL4MR12 Safety Contexts HSL5SC12	Healthy Lifestyles HSL7HL12
<b>Year 3</b>	Beginning and Belonging MMR9BB34	Family and Friends MMR11 FF34 Anti-bullying MMR12 AB34	Diversity and Communities CI9 DC34	Sex & Relationships Education HSL13SR3 Drug Education HSL15DE34	Personal Safety HSL16PS34	Managing Change MMR13 MC34
<b>Year 4</b>	Rights, Rules and Responsibilities CI8 RR34	My Emotions MMR10 ME34 Anti-bullying MMR12 AB34	Working Together CI6 WT34 Financial Capability EW2 FC34	Sex & Relationships Education HSL17SR4 Drug Education HSL15 DE34	Managing Risk HSL11 MR34 Safety Contexts HSL12 SC34	Healthy Lifestyles HSL14 HL34
<b>Year 5</b>	Beginning and Belonging MMR14 BB56	Family and Friends MMR16 FF56 Anti-bullying MMR17 AB56	Diversity and Communities CI10 DC56	Sex & Relationships Education HSL20SR5 Drug Education HSL22 DE56	Personal Safety HSL23PS56	Managing Change MMR18 MC56
<b>Year 6</b>	Rights, Rules and Responsibilities CI11 RR56	My Emotions MMR15 ME56 Anti-bullying MMR17 AB56	Working Together CI9 WT56 Financial Capability EW3 FC56	Sex & Relationships Education HSL24SR6 Drug Education HSL22 DE56	Managing Risk HSL18MR56 Safety Contexts HSL19SC56	Healthy Lifestyles HSL21 HL56

NB: During Spring 2, Relationships and Sex Education will be taught across the school, from Foundation through to Year 6. This decision was made for the reason that the children should have built up a relationship with their class teacher by this point and should be more confident to discuss more sensitive subjects that may arise.

### 7.2 Lesson Expectations for Year Groups

Below are the learning expectations for each year group throughout the school.

#### **My Body and Growing Up (Foundation)**

#### **Sex and Relationships Education (Years 1-6)**

#### **Learning Expectations for Foundation – HSL1 BGF**

This unit will provide opportunities for children to develop their skills, knowledge, understanding and attitudes within the following areas of learning and development and related Early Learning Goals:

#### **The Prime Areas**

##### ***Physical Development***

Health and self-care: children know the importance for good health, of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic

hygiene and personal needs successfully, including dressing and going to the toilet independently.

## **Communication and language**

Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

## **The Specific Areas**

### ***Understanding The World***

People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

## **Learning Expectations for Year One – HSL6 SR1**

### **At the end of this unit most pupils will:**

- be able to recognise names for the main external parts of the body.
- be able to name the sexual parts using colloquial and occasionally scientific words.
- be able to describe what their bodies can do and understand how amazing their body is.
- show some understanding that their body belongs to them.
- be able to describe some basic personal hygiene routines and understand how these can prevent the spread of disease.

### **Some pupils will not have made so much progress and will:**

- show a limited knowledge of external body parts and may be uncertain about naming sexual parts.
- show a limited understanding of what their bodies can do and will need prompting to describe familiar actions.
- need support in understanding their responsibility for their body's actions.
- be able to answer simple questions about basic hygiene routines.

### **Some pupils will have progressed further and will:**

- have a secure understanding of the main external body parts.

- be able to name sexual parts and will often use the scientific names.
- be able to describe their body's capabilities and will understand about the different capabilities of others.
- have a secure understanding of their own responsibility for their physical actions and will be starting to understand that their body belongs to them and therefore they have rights over their body.
- have a clear idea of private body parts and want more privacy now they are older.
- be able to describe the personal hygiene routines they carry out and some that are less familiar.
- be able to describe some common illnesses and how the spread of these can be prevented.

### **Learning Expectations for Year Two – HSL10 SR2**

#### **At the end of this unit most pupils will:**

- be able to recognise babies, children and adults of different ages and put them into age order.
- understand that human babies grow inside their mothers.
- be able to describe the main physical developments which take place in early childhood.
- be able to describe some of the changes in responsibilities and expectations during early childhood.
- understand the basic needs of babies.
- understand how dependent a baby is on parents to provide its basic needs.

#### **Some pupils will not have made so much progress and will:**

- be able to recognise most stages of the human life cycle and put them in order with support.
- understand that humans and animals produce offspring of the same type.
- be able to name a few physical developments which take place in early childhood.
- be able to name some new responsibilities they have.
- have a basic understanding of the needs of babies and their reliance on their parents.

#### **Some pupils will have progressed further and will:**

- have a clear understanding that babies grow into children and then into adults.
- understand basic life cycles of some animals.
- have a clear understanding that babies grow inside their mother and that they are born.
- may also understand that some groups or animals reproduce differently e.g. birds, reptiles
- have a good understanding of the physical developments which occur during early childhood and may have knowledge of physical development beyond childhood into adulthood and old age.

- be able to describe a broad range of responsibilities they now have and will be able to describe a little of how these might change again in the future.
- be able to describe, with examples, the needs of babies and understand how demanding a young baby is to look after.

### **Learning Expectations for Year Three – HSL13 SR3**

#### **At the end of this unit most pupils will:**

- be able to give a list of the main external parts of male and female bodies and may use some scientific names for these.
- be able to use the scientific terms penis, testicles, breast and vagina and explain which parts are male and which are female.
- be able to give several examples of the capabilities of their own bodies.
- be able to describe familiar hygiene routines such as brushing teeth and washing hair, and understand the reasons for doing these things.
- be able to look forward to new areas of responsibility for their personal hygiene.
- be able to explain how common illnesses such as colds or tummy bugs are spread and be able to describe how they can prevent the spread of one such illness.

#### **Some pupils will not have made so much progress and will:**

- be able to name some of the external body parts of males and females. They may prefer to use the colloquial names for sexual parts e.g. willie, boob.
- be able to identify some parts which are male and some which are female.
- be able to give a few examples of the capabilities of their own bodies.
- have some knowledge of basic hygiene routines such as brushing teeth and washing hair, but may be unsure of the reasons these activities are necessary.
- have some understanding of the areas of personal hygiene for which they are now responsible, but will have limited understanding of areas they will be expected to take charge of in the future e.g. washing clothes, booking in at the dentist.

#### **Some pupils will have progressed further and will:**

- be able to give a list of the main external parts of males and females.
- be able to use the scientific terms penis, vagina, testicle and breast confidently.
- be able to explain which parts are male and which are female and may be able to explain elements of their functions.
- be able to explain a wide range of their own body's capabilities and they will have a positive attitude towards different body shapes and sizes.
- be able to describe familiar and unfamiliar hygiene routines and explain the reasons for these.

- have a broad understanding of their own responsibilities for personal hygiene now and in the future.
- be able to reflect on the responsibilities their parents had for them when they were much younger.
- be able to explain the way a variety of illnesses, including some less common illnesses, are spread and understand how to prevent this spread.

### **Learning Expectations for Year Four – HSL17 SR4**

#### **At the end of this unit most pupils will:**

- be able to identify the main stages of the human lifecycle and identify the stage of an individual with reasonable accuracy.
- be able to explain ideas about being grown up and show they have a relatively realistic view of adulthood.
- be able to identify an area for which they can take more responsibility.
- be able to explain some ways that parents/carers are responsible for babies and understand that these responsibilities are based on the fact that a baby cannot look after itself.

#### **Some pupils will not have made so much progress and will:**

- be able to describe some of the stages of the human lifecycle and place an individual in a broad category or age.
- be able to express some simple ideas about being grown up, which might be personalised rather than generalised observations e.g. I might drive a car. (Rather than 'Adults can drive cars if they pass their driving test.')
- be able to identify some responsibilities that adults have, but they may need support in identifying a new responsibility they are ready to take on now.
- be able to name some basic tasks that parents carry out for babies, but be uncertain of the links between these tasks and the dependence of the baby.

#### **Some pupils will have progressed further and will:**

- be able to identify the main stages of the human lifecycle and identify accurately the stage of an individual.
- be able to make intelligent generalisations about the responsibilities of adulthood.
- be able to identify areas of new responsibilities they can take up now and in the near future as they approach the teenage years.
- be able to explain ways that parents/carers are responsible for babies and understand the level of time, love and commitment a small baby needs.

## **Learning Expectations for Year Five – HSL20 SR5**

### **At the end of this unit most pupils will:**

- know and understand the appropriate use of the scientific names for the external and internal sexual parts of the body, and be able to explain basic functions.
- understand the main changes that will happen at puberty, know some ways to manage them, and how it affects people differently.
- have a basic understanding about body image, and have learnt some ways to support a positive body image for themselves and others.
- understand the importance of washing regularly and of maintaining other hygiene routines during puberty.
- understand ways they can prevent the spread of common diseases, and have a rudimentary understanding of HIV.

### **Some pupils will not have made so much progress and will:**

- know scientific names and basic functions of some of the external and internal sexual parts of the body.
- understand that some words for sexual parts are not appropriate to use in some circumstances.
- understand the main changes that will happen at puberty and, with support, some ways to manage these, including hygiene routines.
- understand that people can feel hurt when others say unkind things about their appearance.
- understand basic ways they can prevent the spread of common diseases.

### **Some pupils will have progressed further and will:**

- be able to use appropriately and confidently the scientific names for the external and internal sexual parts of the body, and be able to explain basic functions.
- understand how to manage the main changes that will happen at puberty, including the need for hygiene routines, and how it affects people differently.
- reflect on their own body image and understand some ways to support a positive self-image for themselves and others.
- understand ways they can prevent the spread of common diseases, and understand HIV and how it can (and cannot) be spread.

## **Learning Expectations for Year 6 – HSL24 SR6**

### **At the end of this unit most pupils will:**

- be able to describe the main stages of how a baby is made, using some scientific vocabulary.
- be able to describe some emotions associated with the onset of puberty and have strategies to deal with these positively.

- understand that puberty affects people in different ways both physically and emotionally.
- understand that the way they behave affects others and that they have some responsibility to others to make sure they are not hurt needlessly.
- describe some characteristics of a loving trusting relationship.
- understand some basic reasons why a couple might choose to have children.
- show awareness of some family arrangements which are different from theirs.

**Some pupils will not have made so much progress and will:**

- be able to describe some elements of the reproductive cycle, and may need support to use scientific vocabulary and to order the stages.
- have a solely negative or solely positive view of the emotions associated with puberty.
- display a basic understanding of the different ways puberty affects different people.
- show some understanding of how their behaviours and actions affect others, and need support to put this in practice.
- have an understanding of adult relationships and emotions, based solely on personal experience.
- show limited understanding that couples can choose to have children.
- show an understanding of the nature of different family arrangements, based on personal experience.

**Some pupils will have progressed further and will:**

- be able to describe in detail the main stages of reproduction using mainly scientific vocabulary.
- be able to describe a range of positive and negative emotions associated with the onset of puberty.
- understand a wide range of ways that puberty affects people differently, both physically and emotionally.
- understand that the way they behave, physically and socially, affects others and that they have some responsibility to others to make sure they are not hurt needlessly.
- describe a wide range of characteristics of a loving, trusting relationship.
- understand several reasons why a couple might choose to have children.
- show awareness of a range of family arrangements which are different from theirs and value them equally

### 7.3 Our Charter: Working Together in RSE

We are all committed to working towards the implementation and development of the following entitlements.

#### Children and Young People are entitled to:

- Be valued and respected for who they are, taking into account their background, culture, faith, identity and needs
- Accurate, up-to-date, useful and age-appropriate information delivered in a way that meets their individual needs
- A well-planned, well-delivered RSE programme, which is flexible to cater for their changing needs over time
- Know where and how to access information, support and local services
- Be informed about confidentiality and how it affects them
- Have their views and ideas received in a respectful and non-judgemental manner
- Be involved in developing and evaluating the content, delivery and timing of their RSE programme as appropriate.

#### Adults working with children are entitled to:

- Access to high quality, up-to-date, accurate information, resources and training
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of RSE
- Contribute their views and ideas in support of the development of RSE for their pupils
- Professional guidance and support
- A clear understanding of school policy relating to RSE.

#### Parents, carers and other adults in the community are entitled to:

- Accurate, up-to-date, information about RSE policy delivered in an accessible way
- A safe learning environment for their children
- Information on how and when their children are taught RSE
- Understand their right to withdraw their child from the aspects of the curriculum defined as 'sex education' and the process for expressing this right
- Have their views and needs listened to in a respectful, non-judgemental manner.