



**Manor Wood
Primary**

**Relationship and Sex Education
Policy**

September 2020



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

1. Context – why RSE is important

High quality RSE helps create a safe school community in which our pupils can grow, learn and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Children have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 'Not Yet Good Enough report.'
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' emotional wellbeing, and improving their ability to achieve in school and under the Education Act (1996) to prepare children for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.
- RSE plays a vital part in meeting the schools' safeguarding obligations as outlined in the updated Keeping children safe in education – Statutory guidance for schools and colleges (September 2016) .
- Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- The Department of Health set out its ambition for all children to receive high quality sex and relationships education in the Sexual Health Improvement Framework (2013), while the Department for Education's 2019 guidance states that from September 2020, all schools providing primary education must teach Relationships Education.
- National Curriculum: RSE plays an important part in fulfilling the statutory duties the school has to meet as section 2.1 of the National Curriculum framework (DfE, 2013) states
- These duties are set out in the 2002 Education Act and the 2010 Academies Act. Whole school (Section 5) Ofsted inspections consider the extent to which a school provides such a curriculum.
- The government has made it clear that all state schools 'should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. (National Curriculum in England, DfE, 2013) and

that 'RSE is an important part of PSHE education' (Guidance – PSHE education, DfE, 2013).

2. Development process

This policy was drafted by the PSHE Leader, in consultation with the Science Leader. Parents/carers were consulted through forum meetings, teaching and non-teaching staff were consulted through whole school staff meetings and pupils were consulted through pupil voice sessions. Governors were consulted through the Teaching and Learning committee. This policy has been approved and adopted by the head teacher and governing body. The member of staff responsible for overseeing and reviewing this policy is: Becky Hayes. It will be reviewed briefly annually and in full every 2 years, or in line with new legislation.

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

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

3. Location and dissemination

This policy document is freely available on request to the whole school community. The policy is referred to in the school prospectus as well as in relevant areas of the curriculum. A copy of the policy can be found on the school website. A physical copy of the policy is available from the school office.

4. Relationship to other policies

This policy links to:

- Anti-bullying
- Assessment, Recording and Reporting
- Attendance (in particular in relation to FGM)
- Behaviour
- Child Protection/Safeguarding Children (including FGM)
- Confidentiality
- Continued Professional Development
- Drug Education
- Equal Opportunities
- E-safety/IT
- First Aid
- Health & Safety
- Monitoring and Evaluation
- Pastoral
- Race Related Incidents
- Science
- SEN/Inclusion
- Teaching and Learning
- Visitors in School

5. Definition

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

RSE Guidance DfEE 2000

6. The principles of high quality RSE in our school

Sex and Relationships Education:

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

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

7. Overall school aims for RSE

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

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

Attitudes and values:

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

Personal and social skills:

- learn to manage emotions and relationships confidently and sensitively
- develop self-respect and empathy for others

- learn to make choices based on an understanding of difference and with an absence of prejudice
- develop an appreciation of the consequences of choices made
- manage conflict
- learn how to recognise and avoid exploitation and abuse

Knowledge and understanding:

- learn and understand physical development at appropriate stages
- understand human sexuality, reproduction, sexual health, emotions and relationships
- learn about contraception and the range of local and national sexual health advice, contraception and support services
- learn the reasons for delaying sexual activity, and the benefits to be gained from such delay, including the avoidance of unplanned pregnancy

RSE Guidance DfEE 2000

In addition to this, we also aim to:

- raise pupils' self-esteem and confidence
- develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media
- teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them
- support pupils to lead a healthy and safe lifestyle, teaching them to care for, and respect, their bodies
- provide pupils with the right tools to enable them to seek information or support, should they need it
- teach pupils about consent and their right to say no, in an age-appropriate manner
- to teach lessons that are sensitive to a range of views, values and beliefs
- ensure that staff teaching RSE remain neutral in their delivery whilst ensuring that pupils always have access to the learning they need to stay safe, healthy and understand their rights as individuals

The aim of RSE is NOT to:

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

8. The wider context of RSE

The school's RSE programme will:

- be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life
- be an entitlement for all pupils, including those with additional learning and language needs

- be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness
- recognise that family is a broad concept; not just one model, e.g. nuclear family
- encourage pupils and teachers to share and respect each other's views with cultural awareness and sensitivity
- ensure pupils are aware of different approaches to sexual orientation, without promotion of any particular family structure
- recognise that parents/carers are the key people in teaching their children about relationships, sex and growing up
- work in partnership with parents/carers and pupils, consulting them about the content of programme
- work in partnership with other health professionals and the wider community

RSE contributes to:

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

9. To whom the policy applies

The policy applies to:

- The head teacher
- All school staff
- The governing body
- Pupils
- Parents/carers
- School nurse and other health professionals
- Partner agencies working in or with the school
- Religious leaders/faith groups

10. Language

Pupils will be taught the anatomical terms for body parts. Slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use. This will be shared with parents/carers before it is delivered in class as an appendix to this policy.

Agreed list of vocabulary used in school:

YEAR 1: Key Vocabulary taught and used within the unit:

human lifecycle
baby, child, teenager, adult
growing
change, changing
needs
care, caring
family, families
boys, girls

YEAR 2: Key Vocabulary taught and used within the unit:

difference, similarity
boys and girls
mammal
biological differences
teets
privates
penis, vagina
vulva

YEAR 3: Key Vocabulary taught and used within the unit:

human lifecycle
change
individual
baby, child, teenager, adult, elder
male, female
physical change
puberty
emotional change
maturity

YEAR 4: Key Vocabulary taught and used within the unit:

puberty
menstruation
wet dreams
sex cells- sperm and ovum
body hygiene
hygiene and grooming
gender stereotypes
feelings

YEAR 5: Key Vocabulary taught and used within the unit:

friendship
intimate relationship (such as marriage, partner, boyfriend/girlfriend)
puberty
physical change
emotional change

behavioural and social change
male and female
gender stereotype
sexuality

YEAR 6: Key Vocabulary taught and used within the unit:

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

Respectful Language

The use of respectful language which challenges sexism, homophobia and other forms of prejudice will be established in RSE but will have benefits for the whole school community, both in and out of lessons; it helps to ensure we are a happy and healthy place to learn. Ofsted found that casual use of homophobic language in schools is often unchallenged (2013) – we always challenge it. The casual use of homophobic, biphobic and transphobic language in school will be challenged and pupils will be made aware that using the word ‘gay’ to mean something is rubbish is wrong and will not be tolerated. To tackle this, staff might say: ‘you’ve used the word ‘gay’, but not in the right way.’

As a result, pupils will hear references to different kinds of relationships as part of teaching and assemblies, for example when we talk about rights, respect or relationships.

11. Answering questions

We acknowledge that sensitive and potentially difficult issues will arise in RSE as pupils will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for RSE. As a first principle, we answer questions relating to taught, planned curriculum for that age group to the whole class. We answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age-appropriate way, only to the pupil or pupils who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHE leader/ Child Protection Officer. Questions may be referred to parents/carers if it is

not appropriate to answer them in school. We may use a question box where questions may be asked anonymously.

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

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

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

- staff will set the tone by speaking in a matter-of-fact way
- pupils will be encouraged to write down questions, anonymously if desired, and post them in an ask-it basket
- staff will have time to prepare answers to all questions before the next session, and will choose not to respond in a whole-class setting to any questions that are inappropriate or need one-to-one follow up
- if a verbal question is too personal, staff will remind the pupils of the working agreement
- if a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns, staff will acknowledge it and promise to attend to it later on an individual basis
- staff will not provide more information than is appropriate to the age of the pupil
- if staff are concerned that a pupil is at risk of abuse, the designated teacher will be informed and the usual child protection procedures followed

12. Key responsibilities for RSE

i) All staff

All staff will:

- ensure that they are up to date with school policy and curriculum requirements regarding RSE
- attend and engage in professional development training around RSE provision, including individual and whole staff training/inset, where appropriate
- attend staff meetings to be introduced to any new areas of work and review the effectiveness of the approaches used
- report back to the PSHE Coordinator on any areas that they feel are not covered or inadequately provided for in the school's RSE provision

- encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence and listen to their needs and support them
- follow the school's reporting systems if a pupil comes to a member of staff with an issue that they feel they are not able to deal with alone
- ensure that their personal beliefs and attitudes will not prevent them from providing balanced RSE in school
- tailor their lessons to suit all pupils in their class, across the whole range of abilities, faiths, beliefs, culture and sexual orientations, including those pupils with special educational needs
- ask for support in this from the school SEND coordinator or the PSHE Coordinator, should they need it

ii) Lead member/s of staff

The lead member/s of staff is/are entitled to receive training in their role and responsibilities. This supports them to lead on the development of the school's policy and practice and to monitor its implementation. This practice includes the curriculum and approaches to teaching and learning, as well as whole school approaches to health and wellbeing.

Specific responsibilities <i>[add/delete/amend as appropriate]</i>	Who – role? <i>E.g. PSHE lead, head teacher, CP designated teacher</i>
Co-ordinating the RSE provision, ensuring a spiral curriculum	PSHE Lead
Accessing and co-ordinating training and support for staff	PSHE Lead
Establishing and maintaining links with external agencies/other health professionals	PSHE Lead, Inclusion Manager and all teachers
Policy development and review, including consultation and dissemination	PSHE Lead, Head Teacher and Governors
Implementation of the policy; monitoring and assessing its effectiveness in practice	Implementation- all staff Monitoring- PSHE Lead
Managing child protection/safe guarding issues	Safeguarding Designated Officers- HT/ DT/ Head of Children's Centre
Establishing and maintaining links with parents/carers	All staff, supported by PSHE Lead
Liaising with link schools to ensure a smooth transition	Y6 staff, Inclusion Manager, Safeguarding officers and PSHE Lead
Liaising with the media	Head Teacher

The lead member/s of staff will:

- develop the school policy and review it on a yearly basis
- ensure all members of the governing body will be offered appropriate RSE training
- ensure that all staff are given regular and ongoing training on issues relating to RSE as well as how to deliver lessons on such issues
- ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RSE
- provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RSE to pupils
- ensure that RSE is age appropriate and needs-led across all year groups; this means ensuring that the curriculum develops as the pupils do and meets their needs
- ensure that the knowledge and information regarding RSE to which all pupils are entitled is provided in a comprehensive way
- support parent/carer involvement in the development of the RSE curriculum
- ensure that their personal beliefs, values and attitudes will not prevent them from providing balanced RSE in school
- communicate freely with staff, parents/carers and the governing body to ensure that everyone is in understanding of the school policy and curriculum for RSE, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as appropriate
- share the school's provision for RSE with parents/carers in order to ensure they can support this at home
- communicate to parents/carers any additional support that is available from the school to support them with RSE at home

iii) Governors

The governing body as a whole plays an active role in monitoring, developing and reviewing the policy and its implementation in school. There are named link governors for RSE who works closely with, and in support of, the lead member/s of staff. When aspects of RSE appear in the School Improvement Plan, a governor will be assigned to reflect on, monitor and review the work as appropriate.

iv) Pupils

All pupils:

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

into consideration when the curriculum is prepared for the following year's pupils.

v) Parents/carers

The school will:

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

The right to withdraw

Parents/carers cannot withdraw their child from the statutory content included in National Curriculum Science. Parents/carers have a legal right to withdraw their children from the non-statutory elements of RSE, delivered as part of the Living and Learning curriculum. Any parent/carer wishing to withdraw their child from RSE should firstly contact the class teacher to discuss the reasons why.

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

The school provides an information leaflet to parents/carers who do withdraw their children. Support materials for home use will also be provided.

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

- If a pupil is withdrawn from the RSE sessions, they will no doubt hear about the content of sessions from other pupils and this may not be in a supportive, controlled or safe environment, like the classroom would be.

- They may also seek out their own information via the internet, which may result in them finding out incorrect information and possibly put them in an unsafe situation.

- Pupils may also be stigmatised for not being included in these sessions.

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

13. Staff Support & CPD

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

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

- an audit of staff CPD needs will be completed each year or at appropriate times throughout the year
- training and support is organised by the PSHE Lead, who may choose to liaise with the schools well-being team for advice and further support
- all members of the teaching and non-teaching staff will be offered generic RSE training which includes sessions on confidentiality, creating a working agreement/ group guidelines, handling controversial issues, responding to awkward questions , an introduction to the rationale of why teaching RSE is so important, current law and guidance, learning outcomes and school policy
- teaching and non-teaching staff involved in the delivery of issues seen as potentially more sensitive will be offered appropriate training to encourage confidence in dealing with matters of confidentiality, child protection, sensitive issues and potentially difficult questions
- the Health and Wellbeing Service will support in meeting staff CPD needs through offering training courses for staff to attend
- working with the Inclusion Manager to adapt RSE lessons to make them accessible for children with SEND.

14. RSE Provision

i) Statutory aspects of Sex Education within the National Curriculum Science

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

National Curriculum Science:

Key Stage 1:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of hygiene

Key Stage 2:

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

ii) Additional intended learning outcomes for RSE

By the end of Key Stage 1:

Pupils will be able to:

- identify and share their feelings with others
- recognise safe and unsafe situations
- identify and be able to talk with someone they trust
- be aware that their feelings and actions have an impact on others
- make a friend, talk with them and share feelings
- use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

Pupils will know and understand:

- the basic rules for keeping themselves safe and healthy
- about safe places to play and safe people to be with
- the needs of babies and young people
- ways in which they are like and different from others
- that they have some control over their actions and bodies
- the names of the main external parts of the body including agreed names for sexual parts (penis and vagina)
- why families are special for caring and sharing.

Pupils will have considered:

- why families are special
- the similarities and differences between people
- how their feelings and actions have an impact on other people.

By the end of Key Stage 2:

Pupils will be able to:

- express opinions, for example, about relationships and bullying
- listen to, and support others
- respect other people's viewpoints and beliefs
- recognise their changing emotions with friends and family and be able to express their feelings positively
- identify adults they can trust and who they can ask for help
- be self-confident in a wide range of new situations, such as seeking new friends

- form opinions that they can articulate to a variety of audiences
- recognise their own worth and identify positive things about themselves
- balance the stresses of life in order to promote both their own mental health and well-being and that of others
- see things from other people's viewpoints, for example their parents/carers and their carers
- discuss moral questions
- listen to, support their friends and manage friendship problems
- recognise and challenge stereotypes, for example in relation to gender
- recognise the pressure of unwanted physical contact, and know ways of resisting it.

Pupils will know and understand:

- that safe routines can stop the spread of viruses
- about the physical changes that take place at puberty, why they happen and how to manage them
- the many relationships in which they are all involved
- where individual families and groups can find help
- how the media impact on forming attitudes
- about keeping themselves safe when involved with risky activities
- that their actions have consequences and be able to anticipate the results of them
- about different forms of bullying people and the feelings of both bullies and victims
- why being different can provoke bullying and know why this is unacceptable
- about, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together.

Pupils will have considered:

- the diversity of lifestyles
- others' points of view, including their parents/carers' or carers
- why being different can provoke bullying and why this is unacceptable
- when it is appropriate to take a risk and when to say no and seek help
- the diversity of values and customs in the school and in the community
- the need for trust and love in established relationships.

iii) The needs of pupils

We recognise that an interactive approach to RSE will better develop the skills of our pupils and also that it is more likely to meet their needs. We involve pupils in the evaluation and development of their RSE in ways appropriate to their age.

We will involve pupils through:

- discussions with small groups of pupils
- questionnaires/surveys (e.g. the My Health My School Survey)
- pupil focus groups formed specifically for RSE
- older pupils reviewing the RSE programme for younger pupils

- use of the RSE consultation toolkit
- pre and post assessment activities for RSE
- full class consultation activities which ensure all pupils have a voice in the process.

iv) Topics to be covered

The main learning objectives within each year group are:

Year 1

- Pupils learn about growing from young to old and that they are growing and changing
- Pupils learn that everybody needs to be cared for and ways in which they care for others
- Pupils learn about different types of family and how their home-life is special

Year 2

- Pupils learn to understand and respect the differences and similarities between people
- Pupils learn about the biological differences between male and female animals and their role in the life cycle
- Pupils learn the biological differences between male and female children

Year 3

- Pupils learn about the way we grow and change throughout the human lifecycle
- Pupils learn about the physical changes associated with puberty

Year 4

- Pupils learn about menstruation and wet dreams
- Pupils learn about the impact of puberty on physical hygiene and strategies for managing this
- Pupils learn how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty
- Pupils learn strategies to deal with feelings in the context of relationships
- Pupils learn to answer each other's questions about puberty with confidence, to seek support and advice when they need it

Year 5

- Pupils learn about the changes that occur during puberty
- Pupils learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact
- Pupils learn what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships

Year 6

- Pupils learn about human reproduction in the context of the human lifecycle

- Pupils learn how a baby is made and grows (conception and pregnancy)
- Pupils learn about roles and responsibilities of carers and parents
- Pupils learn to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it

v) Curriculum organisation

How is the RSE curriculum organised and delivered in school?

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

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

vi) Working with visitors and other external agencies

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

Before involving visitors in any aspect of RSE, teachers should ensure that: the visitor understands the school's confidentiality policy, values and approach to the educational programme

- there is appropriate planning, preparatory and follow up work for the sessions
- the visitor understands the emotional, intellectual, cultural, religious, social and ability level of the pupils involved, including where there may be a specific issue relating to child protection
- the teacher needs to be part of the experience in order for the pupils to value the lessons and to build on the pupils' learning after the session/s as well as answer any questions the pupils may subsequently have
- the guidelines and checklist (Appendix 1a and 1b) should be used with the visitor to ensure success.

Monitoring and evaluating visitors' and external agencies' contributions

Please see Appendix 1b.

vii) Inclusion, equality and diversity

All pupils, whatever their experience, background and identity, are entitled to quality RSE that helps them build confidence and a positive sense of self, and to stay healthy. All classes include pupils with different abilities and aptitudes, experiences, religious/cultural backgrounds, gender and sexual identities. To encourage pupils to participate in lessons, teachers will ensure content, approach and use of inclusive language reflects the diversity of the school community and helps each and every pupil to feel valued and included in the classroom.

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

Responding to pupils' diverse learning needs:

Considerations will be made for:

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

Ethnicity, religion and cultural diversity:

Our policy values the different backgrounds of all pupils in school and, in acknowledging and exploring different views and beliefs, seeks to promote respect and understanding. We encourage respect for all religions and cultures. We do not ask pupils to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

Single gender groups:

Our policy is sensitive to the needs of different groups. For some pupils, it may be more appropriate for them to be taught particular topics in single gender groups. We will consult parents/carers and pupils both on what is included, and on how it is delivered. This will help pupils and their families to establish what is appropriate and acceptable for them. Working in single gender groups can considerably ease concerns about RSE, and help to ensure that pupils receive the RSE to which they are entitled. Single gender groups can also help boys and girls to feel safer and less embarrassed about airing issues and discussing relationships. Where single sex groups are used for pupils, they will always be given time after the sessions to come together in a controlled environment to share and discuss what they have learnt, before leaving the classroom.

Special educational needs and learning difficulties:

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

Some pupils will be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These pupils will need help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable.

Sexual identity and sexual orientation:

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

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

We will consult with parents/carers when developing the RSE policy and programme in order to reassure them of the content and the context in which it will be presented.

Pupils who are new to English

The school should take into account the language skills of individual pupils, ensuring that all pupils have equal access to the RSE provision and resources.

viii) Resources

We use primarily 'You, Me and PSHE' and the resources recommended within it. We refer to RSE as 'Living and Growing' and all year groups teach one Living and Growing Unit. We will focus on the needs of the pupils and our planned learning objectives. We select carefully resources which meet these objectives. We evaluate carefully teacher resources, leaflets, online resources and videos before using them (see checklist below).

We use children's books, both fiction and non-fiction, extensively within our RSE programme. Teachers will always read and assess the books before using them to ensure they are appropriate for the planned work. They will also consider the needs and circumstances of individual pupils in class when reading texts, in case they need

to have a preparatory conversation with a pupil before the teaching takes place, for instance.

Key texts and resources we will use for RSE are: [add/amend/delete as appropriate]

- Channel 4 - Living & Growing series
<https://shop.channel4learning.com/?page=shop&pid=26651>
- Resources as identified in the medium term plans for the RSE modules (Living and Growing Units within You, Me and PSHE)
- Leeds PSHE Scheme of Work RSE modules (for example, Female Genital Mutilation, using the 'Oh Lila' resources)

ix) Learning environment and additional non-negotiable working agreement

Staff are careful to ensure their personal beliefs and attitudes do not influence the teaching of RSE. To this end, a working agreement has been agreed to provide a framework of common values within which to teach. There are clear parameters as to what will be taught in a whole-class setting, and what will be dealt with on an individual basis.

In addition to the working agreement used in PSHE, we will develop a non-negotiable working agreement for lessons and discussions related to RSE. If pupils are to benefit fully from an RSE programme, they need to be confident speakers, good listeners and effective, sensitive communicators. When the needs of pupils are analysed, of overriding importance are two key areas: they need to feel safe and be safe. An additional, non-negotiable working agreement will help staff to create a safe and relaxed environment in which they do not feel embarrassed or anxious about unexpected questions or comments from the pupils. They also reduce the possibility of inappropriate behaviour and the disclosure of inappropriate personal information.

Our additional non-negotiable working agreement, agreed in staff CPD sessions, is:

- Confidentiality: 'what is said in the room, stays in the room' except if anyone mentions something which could be harmful or put them at risk – then will have to pass the information on to help keep them safe
- It's not OK to ask personal questions of each other or the teacher but we can put questions in the 'Ask-it-Basket' for later.
- Don't name names: if you want to ask about or share a personal story or experience, you can speak in the third person about 'someone I know', 'a friend', 'a situation I've heard about/read about'
- We will try to only ask questions related to what we are learning in the lesson.
- We will use the anatomical terms for the sexual body parts.
- It is ok to say pass / not join in.
- We will respect different opinions, situations & backgrounds.

x) Assessment, recording and reporting in RSE

We assess pupils' learning in RSE in line with approaches used in the rest of the PSHE curriculum (including assessment for learning). We report to parents/carers at the end of the school year on pupils' learning and progress within PSHE as a whole, which includes RSE.

Assessment methods:

- baseline or pre-assessment (which we used to form a needs-led RSE unit)
- needs assessment is used to identify existing knowledge and skills of pupils
- assessment is built into the RSE programme to inform planning
- summative assessment takes place at the end of each unit
- pupil self-assessment is used where appropriate
- assessment focuses on knowledge as well as skill development and attitudes
- all class teachers have assessment sheets to support the module to record progress (as provided in You, Me and PSHE)
- identify pupils who have exceeded or fallen short of the module objectives and those that have achieved it, and this knowledge is shared with the next class teacher and parents or carers
- teachers will keep a note of pupils who have missed some or the entire module due to absence from school
- pupil progress and achievement is reported to parents/carers
- pupil achievement in RSE may be celebrated and shared.

xi) Monitoring and evaluation

Monitoring activities:

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

Evaluation activities:

- teacher and pupil evaluation of lessons, units and the overall RSE programme
- teacher and pupil evaluation of resources
- evidence from lesson observations
- evaluation of contributions of external partners
- feedback and evaluation by pupils
- scrutiny of assessment records
- sampling pupils' work and portfolios

15. Safeguarding and Child Protection

RSE plays a very important part in fulfilling the statutory duties all schools have to meet and the RSE policy is closely aligned to the school's safeguarding policy. RSE helps pupils understand the difference between safe and abusive relationships and equips them with the knowledge and skills to get help if they need it. The use of the correct anatomical terms for body parts helps to ensure that children are able to describe abusive behaviours if they need to.

When teaching any sensitive issues, young people may give cause for concern, and a direct link needs to be made with the pastoral system and safeguarding

arrangements. All adults involved in RSE delivery are aware of the pastoral system and the safeguarding arrangements that are in place.

16. Confidentiality in the context of RSE lessons

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

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

If a pupil tells a health professional, such as the school nurse, something personal on a one-to-one basis outside of the classroom, our school's confidentiality policy will help us to decide whether that person can keep that information confidential, or whether they need to seek help, advice, or refer to someone else. We will also signpost pupils and their families, where appropriate, to on and offline community, health and counselling services so pupils know where to go for confidential help and advice.

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

- depersonalising discussion
- puppets
- using role play to 'act out' scenarios
- appropriate DVDs and TV extracts
- case studies or dilemmas with invented characters
- visits to/from outside agencies.

18. Support

We hope that pupils will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to RSE. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

School may also run parents'/carers' evenings or workshops for dealing with the issues that arise around RSE at home in order for adults to be equipped to support their child at home.

Parents/carers can contact the PSHE Lead, the Children's Centre manager or the Head Teacher for information around one-on-one support on providing effective RSE at home.

Support for LGBT pupils

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

19. Advice and treatment

There is no reason for staff to expect to be made aware of a pupil or colleague's HIV or hepatitis status, and no person will be discriminated against because of this if there is a disclosure of this type of information.

The school's **first aid policy** covers protection for all school members against infection from blood-borne viruses.

20. Complaints

Parents/carers who have complaints or concerns regarding the RSE provision should contact the school and follow the school's complaints policy.

21. Liaison with local media

Please contact the press and media office on: 0113 378 6007

22. Local support available to schools

The Health and Wellbeing Service can offer support through training, bespoke lessons and in school advisory sessions.

Training available:

- Delivering Primary RSE with Confidence
- Speakeasy Training Days to support parents/carers with talking about RSE at home
- RSE for Boys and Young Men
- Growing Up in a Social Media World
- Effective Leadership & Management of PSHE
- Assessing PSHE
- Planning a Whole School PSHE Curriculum using the New PSHE Primary SOW
- Your LGBT School

Further information on the above training, as well as how to book, can be found at: www.schoolwellbeing.co.uk and www.leedsforlearning.co.uk

Bespoke primary RSE lessons delivered in school:

- Puberty & Conception
- Body Image
- Healthy Relationships
- Social Media

- HIV & Contraception

For further information on the above bespoke sessions, please contact Emma Newton at: emma.newton@leeds.gov.uk

In school advisory sessions:

Primary RSE: Helen Smithies – helen.smithies@leeds.gov.uk

23. Local and national websites

Healthy relationships, sexual consent, exploitation and abuse:

- Information about FGM can be found at: www.forwarduk.org.uk
- Good practice examples and guidance on consent: www.pshe-association.org.uk/consent
- CPS guidance on the Statutory Definition of Consent, and the CPS Sexual Offences Factsheet: http://www.cps.gov.uk/news/fact_sheets/sexual_offences/
- Home Office guidance; this is abuse: <http://thisisabuse.direct.gov.uk/>
- Child Exploitation and Online Protection (CEOP) has produced a series of resources which are available at: www.ceop.police.uk and www.thinkuknow.co.uk
- Addressing healthy relationships and sexual exploitation within PSHE in schools: http://www.sexeducationforum.org.uk/media/3101/pshe_ff37.pdf
- e-magazine to help teachers teach about consent, available free to Sex Ed Forum members: <http://www.sexeducationforum.org.uk/resources/sex-educational-supplement.aspx>
- Brook has produced a Traffic Light Tool to help professionals assess whether children's sexual behaviours are healthy or unhealthy: www.brook.org.uk/traffic-lights
- Ask Brook about relationships, safety and risks, available at: www.brook.org.uk/shop
- Alright Charlie - Blast have designed this CSE resource in consultation with CSE professionals, primary schools teachers and children in years 5 and 6 in primary schools. This resource is designed for use with children aged 9-11 in primary schools and aims to highlight the warning signs of grooming in an age appropriate way. <http://www.mesmac.co.uk/projects/blast/for-professionals/resources>

Violence within relationships:

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

Teaching about pornography:

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

Teaching about sexting:

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

Inclusive RSE:

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

Local sources of support:

- www.schoolwellbeing.co.uk
- www.healthyschools.org.uk
- <http://www.leeds.gov.uk/phrc/Pages/default.aspx>
- www.leeds.gov.uk/phrc/Pages/public-health-training.aspx
- <http://www.leedsiscb.org.uk/>
- http://shop.ncb.org.uk/category_s/1831.htm
- <http://leedssexualhealth.com>
- <http://www.themarketplaceleeds.org.uk/>
- <http://mesmac.co.uk/>
- <https://www.mindmate.org.uk/>

National sources of support:

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

Appendix 1a: Checklist Prior to Visit

Checklist for schools and agencies	
TIME AND PLACE	
Date(s) of Involvement:	Time: From to Number of days / weeks:
Venue / room(s):	Agency arrival time:
Room Layout:	Agency to be greeted by:
Equipment required to be provided by the school:	Session plans: Attached: yes / no To be forwarded to:
PEOPLE	
School:	Agency name:

Contact details:	Specialism:
School address:	Agency address:
Tel No:	Tel No:
E-mail:	E-mail:
Child protection teacher:	Agency contact:
Learning mentor / other contact:	Other Contact:
Teachers to be involved:	Do parents/carers need to be consulted before the session? yes / no
Have disclosure / confidentiality procedures been discussed? yes / no	Is the school satisfied with the agencies DBS / liability arrangements? yes / no
Other policies for consideration:	
Number of pupils:	Learning needs:
Key Stage:	Other / individual needs:
Year Group:	

<p>Intended learning outcomes:</p>	<p>What has been taught previously?</p> <p>How will the work be continued?</p>
<p>How will skills and progress be assessed?</p>	<p>Who will be present?</p> <p>How will they support the session?</p>
<p>How does the work support the CPD of teachers e.g. team teaching?</p>	<p>Do staff require / want any additional training? yes / no</p>
<p>How will the effectiveness of the session be evaluated by pupils?</p> <p>How will the effectiveness of the session be evaluated by adults?</p>	<p>Which routes for referral, procedures and services will pupils be signposted to?</p>
<p>AGREEMENTS</p>	
<p>Have any expenses been agreed to?</p>	

yes / no	
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Checklist completed by:

Designation:

Date:

Meeting carried out: in person / by phone / other (please circle)

Appendix 1b: Checklist

During & after visit

<u>Joint Evaluation Form</u>		
Please fill this in together where possible		
Aim of session:		Session date:
		Time:
Agency:		Year group:
School:		Class:
Question	Scale 1 - 10	How do you know?
1. How well did the programme meet the needs of the pupils?		
2. How well has the work developed the skills of pupils to manage their wellbeing?		
3. How well has the input contributed to the RSE programme?		
4. Has there been an impact on staff skills and confidence?		
5. How well did the pre-planning support the session / visit?		

6. How will be the work be continued and / or adopted into the Schemes of Work next year?		
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7. Were there any elements that could be improved in the future?
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8. Any other comments?

Please keep a copy for your records.

Appendix 2: Template Letters to Parent/Carers

Dear Parents and Carers,

We believe that promoting the health and well-being of our pupils is an important part of their overall education. We do this through our Personal, Social and Health Education (PSHE) curriculum. This looks at many topics including all kinds of relationships, physical / emotional health and living in the wider world. The aim of the PSHE curriculum is to help our pupils make safe and informed decisions during their school years and beyond.

Sex and Relationship Education (RSE) is an important part of PSHE. At school we refer to all RSE teaching as 'Living and Growing' and this is the language that we use with the children. We will be teaching our Living and Growing lessons in the Autumn term (Y6), Spring term (Y1 and Y2) and Summer term (Y3, Y4 and Y5), which will include topics such as: puberty: relationships and communication skills; Child Sexual Exploitation (CSE); Female Genital Mutilation (FGM); body image; sexting and social media; domestic violence, consent. During the lessons, pupils will be able to ask questions, which will be answered factually and in an age appropriate manner. Each pupil's privacy will be respected, and no one will be asked to reveal personal information.

Some parts of RSE are compulsory - these are part of the National Curriculum for Science. Parents can withdraw their children from all other parts of RSE if they wish to do so. However, we believe that the presentation of sexual images in social and other media make it important that all young people have a place to discuss pressures, check facts and dispel myths. Even if a child is withdrawn, many pupils will discuss such issues with each other outside the classroom – so, rather than hear about the content second-hand, we hope all children will have the opportunity to take part in our carefully planned lessons.

Many parents and carers and parent-related organisations support good quality RSE in school. Parents and carers are the most important educators of young people in personal issues and many welcome the support that school can offer to supplement their home teaching.

You may find that your child starts asking questions about the topic at home, or you might want to take the opportunity to talk to your child about issues before the work is covered in school. If you have any queries about the content of the curriculum or resources used, please do not hesitate in contacting me at school. All materials used are available for you to browse through should you so wish.

You will receive a letter from your child's year group outlining more specifically the content of the Living and Growing unit a half term before the unit is taught to your child. We will also inform you of any key vocabulary that will be used in this teaching.

Yours sincerely,

Mrs Hayes, PSHE Lead

Year 1 letter for Parents and Carers

Dear Parents/ Carers,

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

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

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

The key objectives that we will be covering include:

- Pupils learn about growing from young to old and that they are growing and changing
- Pupils learn that everybody needs to be cared for and ways in which they care for others
- Pupils learn about different types of family and how their home-life is special

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

Key Vocabulary taught and used within the unit:
human lifecycle baby, child, teenager, adult growing change, changing needs

care, caring
family, families
boys, girls

If you have any questions, please do pop into school and ask to see a member of the Y1 team. Thank you for your support with this,

Year 1 and Mrs Hayes, PSHE Lead

Year 2 letter for Parents and Carers

Dear Parents/ Carers,

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

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

In Year 2 we are teaching our 'Living and Growing' unit next half term. In our second 'Living and Growing' lesson, we are sorting body parts into those that girls have, those that boys have or those that both girls and boys have. The main learning point of the lesson is that the children will discover that there are more similarities than differences between boys and girls.

When it comes to discussing the penis and vagina, we are just naming them at this stage. We do not talk about them as a sex-part or discuss their role in the baby making process. The following text shows how we teach the children about these parts:

- *These parts of the body are called 'privates'.*
- *GIRLS: The female gender parts are inside her body or between her legs. One of the female gender parts is called a vagina. A female has another very tiny hole that gets get rid of waste products that her body doesn't need in urine.*
- *BOYS: The male gender parts are easier to see as they are on the outside of the body. They don't all look the same, but they do the same things. One of the jobs of the penis is to get rid of waste products that the body doesn't need in urine.*

It would be of huge benefit to your child if you could use the same terminology at home as we do at school. This ensures clarity and consistency for the children and enables children to have conversations at home about their learning in school. The

vocabulary is introduced throughout the unit, but then used throughout all PSHE lessons were appropriate.

Key Vocabulary taught and used within the unit:

- difference, similarity
- boys and girls
- mammal
- biological differences
- teets
- privates
- penis, vagina
- vulva

If you have any questions, please do pop into school and ask to see a member of the Y2 team. Thank you for your support with this,

Year 2 and Mrs Hayes, PSHE Lead

Year 3 letter for Parents and Carers

Dear Parents/ Carers,

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

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

In Year 3 we are teaching our 'Living and Growing' unit next half term. The 'Living and Growing' units are an integral part of PSHE in all year groups 1-6 and they ensure that our children receive the appropriate information, develop skills and explore attitudes at the time when they are able to best respond in order to grow in confidence with their bodies and their relationships. The thinking behind us teaching this unit now is that the children learn about the upcoming changes that will occur during puberty, so that they are well educated before any changes happens to their own body.

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

The key objectives that we will be covering include:

- Pupils learn about the way we grow and change throughout the human lifecycle
- Pupils learn about the physical changes associated with puberty

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

Key Vocabulary taught and used within the unit:

- human lifecycle
- change
- individual
- baby, child, teenager, adult, elder
- male, female
- physical change
- puberty
- emotional change
- maturity

If you have any questions, please do pop into school and ask to see a member of the Y3 team. Thank you for your support with this,

Year 3 and Mrs Hayes, PSHE Lead

Year 4 letter for Parents and Carers

Dear Parents/ Carers,

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

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

In Year 4 we are teaching our 'Living and Growing' unit next half term. The 'Living and Growing' units are an integral part of PSHE in all year groups 1-6 and they ensure that our children receive the appropriate information, develop skills and explore attitudes at the time when they are able to best respond in order to grow in confidence with their bodies and their relationships. The thinking behind us teaching this unit now is that the children learn about the upcoming changes that will occur during puberty, so that they are well educated before any changes happens to their own body.

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

- Learn about menstruation and wet dreams (girls and boys taught separately)
- the impact of puberty on physical hygiene and strategies for managing this
- how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty
- strategies to deal with feelings in the context of relationships
- how to answer each other's questions about puberty with confidence, how to seek support and advice when they need it

It would be of huge benefit to your child if you could use the same terminology at home as we do at school. This ensures clarity and consistency for the children and

enables children to have conversations at home about their learning in school. The vocabulary is introduced throughout the unit, but then used throughout all PSHE lessons were appropriate.

Key Vocabulary taught and used within the unit:

- puberty
- menstruation
- wet dreams
- sex cells- sperm and ovum
- body hygiene
- hygiene and grooming
- gender stereotypes
- feelings

If you have any questions, please do pop into school and ask to see a member of the Y4 team Thank you for your support with this,

Year 4 and Miss Lamb, PSHE Lead

Year 5 letter for Parents and Carers

Dear Parents/ Carers,

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

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

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

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

The key objectives that we will be covering include:

- Pupils learn about the changes that occur during puberty
- Pupils learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact
- Pupils learn what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships

It would be of huge benefit to your child if you could use the same terminology at home as we do at school. This ensures clarity and consistency for the children and enables children to have conversations at home about their learning in school. The

vocabulary is introduced throughout the unit, but then used throughout all PSHE lessons were appropriate.

Key Vocabulary taught and used within the unit:

- friendship
- intimate relationship (such as marriage, partner, boyfriend/girlfriend)
- puberty
- physical change
- emotional change
- behavioural and social change
- male and female
- gender stereotype
- sexuality

If you have any questions, please do pop into school and ask to see a member of the Y5 team. Thank you for your support with this,

Year 5 and Miss Lamb, PSHE Lead

Year 6 letter for Parents and Carers

Dear Parents/ Carers,

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

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

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

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

- Human reproduction in the context of the human lifecycle
- How a baby is made and grows (conception and pregnancy)
- The roles and responsibilities of carers and parents
- FGM
 - Lesson 1- Keeping secrets, trusted adults and exploring dilemmas, linked to the text 'Oh Lila!'
 - Lesson 2- Rules and laws in the UK
 - Lesson 3- FGM (no images or visuals will be shown)
- How to answer each other's questions about sex and relationships with confidence and where to find support and advice when they need it

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

Key Vocabulary taught and used within the unit:

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

If you have any questions, please do pop into school and ask to see a member of the Y6 team. Thank you for your support with this,

Year 6 and Miss Lamb, PSHE Lead

Glossary of Key Vocabulary

Conception

This is when a sperm fertilises an egg. This may result in a woman becoming pregnant.

Ejaculation

When sperm comes out of the end of the penis. The penis is usually erect when this happens.

Erection

The penis becomes stiff and upright. This happens because blood flows into the penis. Boys will notice erections more when they reach puberty. This is perfectly normal.

Menstruation

During puberty, girls begin to release eggs, usually one egg every month. Most of the time the egg doesn't meet a sperm and grow into a baby so it leaves her body through the vagina, along with some tissue and blood from her womb. This is called menstruation or a period.

Penis

Part of the male sex organs. It is for getting rid of waste as urine and is important for making a baby.

Puberty

The name for the time when the body begins to develop and change as you move from being a child to an adult. During puberty, the body grows faster than at any other time in life, except for when you were a baby.

Sexuality

Human sexuality is the way people experience and express themselves sexually.

The biological and physical aspects of sexuality largely concern the human reproductive functions.

Physical and emotional aspects of sexuality include bonds between individuals that are expressed through profound feelings or physical manifestations of love, trust and care.

Social aspects of sexuality deal with the effects of human society on someone's sexuality.

Vagina

Part of the female sex organs. It is a tube inside a girl's body which helps to make a baby and stretches open for the baby to be born. Girls get rid of waste as urine through another very small hole near the vagina.

Wet dreams

During puberty, boys begin to produce sperm. Sometimes while a boy is sleeping he gets an erection and sperm comes out of the end of the penis. This is called a wet dream.

Sex and Relationships Education – Frequently Asked Questions

What are the aims of RSE in our school?

Depending on the age of the children and the lessons in their particular year group, we want RSE to:

- *develop the confidence to talk, listen and think about their feelings and relationships*
- *develop friendship/relationship skills*
- *develop positive attitudes, values and self esteem*
- *provide knowledge and understanding about puberty and the changes that will take place*
- *provide knowledge and understanding about reproduction and sexuality*
- *address concerns and correct misunderstanding that children may have gained from the media and peers*
- *develop skills to help children protect themselves against unwanted sexual experience*
- *know where and how to seek help.*

Can you explain the school's RSE Morals and Values Framework?

RSE follows the school's agreed aims, values and moral framework which is sensitive to the needs and beliefs of pupils, parents/carers and other members of the school community. RSE will be delivered within the school's agreed equal opportunities framework.

RSE will support the importance of marriage or stable relationships, for family life and bringing up children. Care is taken to ensure there is no stigmatisation of children based on their different home circumstances.

Pupils will be encouraged to understand that thinking about morals and values also includes:

- *respect for self and others*
- *commitment, trust and love within relationships*
- *understanding diversity regarding religion, culture and sexual orientation*
- *honesty with self and others*
- *self-awareness*
- *exploration of rights, duties and responsibilities.*

Misunderstandings about RSE

There is sometimes concern that RSE in school might promote sexual activity or cause confusion about an individual's sexuality. The research on quality RSE points to a more positive outlook: 87 programmes from many countries were examined by UNESCO in 2009. This led to the conclusion that if RSE has an effect it is a positive one: *'sexuality education can lead to later and more responsible sexual behaviour or may have no discernible impact on sexual behaviour'*.

In the UK the research is even more positive. Analysis by the National Survey of Sexual Attitudes and Lifestyles team over several years consistently shows that men

and women who said that lessons at school were their main source of information about sex were more likely to have started having sex at a later age than those for whom parents or other sources were their main source. Schools have an important role to play in RSE.

**This Relationship and Sex Education Policy was adopted by Manor Wood
Primary School on 01/09/2020**

Chair of Governors – Mrs K Adams		
Signature:		
Frequency of review:	2 years	
To be reviewed and approved by:	MWPS Full Board	
Date of next review:	October 2025	

REVIEW RECORD

Date of review	Reason for review	Date of next review
23/10/2023	Agreed review schedule.	October 2025

Name:		Signature:	
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on behalf of MWPS Full Board

Date of review	Reason for review	Date of next review

Name:			
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on behalf of MWPS Full Board

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on behalf of MWPS Full Board