

Relationships and Sex Education Policy



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1. Introduction

We have based our school's relationships and sex education policy on the statutory guidance document "Relationships and Sex Education (RSE) and Health Education" (DfE, 2019).

Department for Education guidance states that from Summer 2021, all primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum including the main external body parts, the human life cycle (including puberty) and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons.

Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information:

'It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.'

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2. Aims

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

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

At Holmbush Primary Academy, RSE is underpinned by our school values of Respect, Resilience, Reflection and Empathy. We believe that giving our children the skills to understand their thoughts and feelings by building up emotional resilience and developing self-confidence, their capacity for learning is also supported. Our aim is to equip children with the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults.

The RSE learning at Holmbush is taken from the Jigsaw PSHE scheme of work. This is complemented by additional opportunities throughout the year including, themed weeks and assemblies.

3. Statutory Requirements

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

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

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

At Holmbush Primary Academy we teach RSE as set out in this policy. Key Objectives from the National Curriculum are set out in Appendix 1.

4. Non-Statutory Sex Education

As part of statutory Health Education, children are taught in an age appropriate way about puberty and the associated physical and emotional changes from Year 3 onwards. The DfE guidance 2019 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs.

We recognise that children in younger year groups may ask questions that cannot be answered without reference to content from older year groups. Should this occur, we will respond by telling them that they will learn about that when they are older and encourage them to talk to their family. Please see the relevant section within this policy for further information on how teachers manage difficult questions in RSE.

We believe that teaching this additional content to pupils will ensure that they are better prepared for transition to secondary school and also support their personal and social development as they grow into young adults. As is legally prescribed, parents have a right to withdraw their children from these additional non-statutory sex education lessons – please see the relevant section within this policy in regard to this process.

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5. Policy Development

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

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all academy staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to attend an online meeting about the policy
- Ratification – once amendments were made, the policy was shared with the Local Board and ratified

6. Definition

At Holmbush Primary Academy, we teach Relationships and Sex Education in line with the RSE Curriculum (DFE 2020) and therefore teach Sex Education in addition to what is in the Science curriculum.

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

7. Curriculum

Our curriculum is set out as per Appendices 2 and but it may be adapted as and when required.

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

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings, including puberty
- How a baby is conceived and born
- When gender identity does not correspond with biological sex
- Privacy, personal boundaries and consent in different situations
- Identifying and using the correct terminology for the parts of the body

For more information about our curriculum, see our curriculum map in Appendix 2. Sex Education is taught during the Relationships and Changing Me units in the Summer Term. (SE) denotes exactly where these objectives are taught.

8. Delivery

RSE is taught within the personal, social, health and economic (PSHE) education curriculum as part of our Jigsaw scheme of learning. Most aspects are taught as part of our Jigsaw PSHE lessons, being integral to our learning throughout the school year. Some biological aspects are also taught within the science curriculum. Our teaching is differentiated and personalised to ensure accessibility by all children, including children with SEND.

Where there is a cross over between subjects, we will teach the objectives fully in each individual curriculum subject. Where there is an overlap between the objectives covered in each subject, class teachers will be able to determine whether these are covered in a cross-curricular way or taught discretely.

Pupils also receive stand-alone sex education sessions delivered by their class teacher.

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

- Families and people who care for me (including different types of families)

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- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Resolving conflict and dealing with peer pressure
- Asking for help if a friendship makes them feel unhappy or unsafe
- Privacy and personal boundaries

In the summer term we teach the 'Relationships' and 'Changing Me' units of learning in PSHE. Across the school, children access their age appropriate RSE learning primarily in these units. These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers). At Holmbush, we celebrate all forms of relationships. Our curriculum is planned carefully for progression and inclusion but we will always be mindful of the specific needs/demographic of the individual classes.

For more information about our RSE curriculum, see Appendices 1 and 2.

9. Teaching and Learning Strategies

We aim to provide an environment and atmosphere for RSE where pupils feel safe, relaxed, unintimidated, and focused; and where they have confidence and trust in the knowledge, ability and skills of staff in school. This ensures that both pupils and staff feel fully confident in engaging in age-appropriate discussions around potentially sensitive topics and themes.

To provide clarity and create a safe learning environment, at the beginning of each session, a set of ground rules will be agreed by the class based on a school-wide template. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other
- Everyone gets a turn - if they want one.
- Respect everybody's contribution
- No personal information - no names.
- No personal questions
- No making fun
- An age-appropriate rule around confidentiality and safeguarding

Children and teachers are free to suggest and agree further ground rules as appropriate to the topic of each lesson. Other teaching and learning strategies utilised in RSE (and across the PSHE curriculum) to establish a safe learning environment include the following techniques:

- Using 'distancing' techniques such as role play, case studies, videos etc. to de-personalise sensitive issues.
- Anonymous question boxes. These can help children to have the confidence to ask sensitive questions, and they provide an opportunity for teachers to pre-empt questions that might not be age appropriate or that might raise safeguarding or child protection concerns.
- It will be emphasised to children that any voluntary sharing of information should be anonymous (for example "someone I know..." rather than "I" or naming names). Should personal questions be asked of either children or staff, children will be reminded that the ground rules for RSE prohibit personal questions. Although staff may draw on their personal experiences to answer certain questions, for example around menstruation, this should always be de-personalised and discussed in third person rather than first person.

All staff teaching RSE will be supported and advised by the PSHE lead and senior leadership team on these matters as required.

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10. Managing Difficult Conversations

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

We recognise that some of our pupils will find it more challenging to engage with RSE. We will manage this sensitively with our pupils to ensure they are able to discuss any concerns with us. Teachers may use a Worry Box in order to support pupils to confidentially raise any concerns they may have. Any concerns that arise during RSE lessons will be dealt with in line with our safeguarding policy.

11. LGBT+

Holmbush is an inclusive school. We celebrate diversity and independence of thought. There are many different family types in British society and we want to ensure that no child feels that their family is less accepted. Children may already be aware that some people are LGBT and have questions or misunderstandings, or be using words such as 'gay' to insult others. We want children to have an accurate but age appropriate understanding of what these mean, and to know that using any word as an insult is hurtful and unkind.

As part of our Core Value 'Respect', we teach children to accept difference and foster good relationships with others. LGBT is included in lessons about similarity and difference along with a range of other characteristics such as personality, physical appearance, opinions, beliefs, culture, ethnicity, ability and special needs. We teach children to respect and celebrate differences.

The Equality Act requires all schools to eliminate discrimination and advance equality of opportunity. Part of the Equality 'duty' is to teach children about acceptance, empathy and understanding of others. We have a safeguarding duty towards children to protect them from bullying, including homophobic bullying and the inappropriate use of words like 'gay' to insult and upset others.

To see further details of what we actually teach, please see Appendix 4

12. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. Requests for withdrawal should be put in writing using the form found in Appendix 5 of this policy and addressed to the Principal. Alternative work will be given to pupils who are withdrawn from sex education.

13. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. The Principal may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE when needed.

14. Monitoring arrangements

The delivery of RSE is monitored by the PSHE Subject Leader as well as members of the Senior Leadership Team through:

- Sharing good practice within staff meetings
- Learning walks
- Book looks to monitor how the curriculum is being delivered across the school
- Pupil Voice

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

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This policy will be reviewed by the Local Board annually. At every review, the policy will be approved by the Principal.

During both formal and informal PSHE/RSE sessions, pupils are encouraged to ask questions. Any questions from pupils are answered according to the age and maturity of the pupil concerned, and if the teacher delivering the session deems it appropriate to answer.

Teaching staff will endeavour to answer questions as openly as possible but if faced with a question they do not feel comfortable answering within the classroom, or that is not age-appropriate (or within the school's RSE policy), provision may be made to address the individual child/young person's requirements. The school believes that individual teachers must use their professional skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned about any question from a safeguarding perspective. If a teacher does not know the answer to a question or if a question is felt to be inappropriate, this should be acknowledged and, if considered necessary, this may be followed up outside of the classroom environment with individual pupils. Children may also be signposted back to parents/carers who have ultimate responsibility in talking to their children about sensitive matters. We will also encourage parents to talk with school if they have any questions or queries, and if they would like advice on how to better support their child and continue learning outside of the classroom.

15. Roles and responsibilities

Governance

The Local Board will receive updates from the Principal regarding the implementation of this policy. The Board of Trustees has delegated the approval of this policy to the Principal.

The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

Staff

Staff are responsible for:

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

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

All teachers at Holmbush Primary Academy will be delivering the RSE component of PSHE to their own classes.

16. Policy Status and Review

Written by:	Susan Stickleby
Owner:	Principal – Susan Stickleby
Status:	Draft
Approval date:	
Reviewed:	
Next review date:	April 2022

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Appendix 1 – Statutory Requirements

Relationships Education in Primary schools – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

The guidance states that, by the end of primary school:

	Pupils should know...
Families and people who care for me	<ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. • that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being safe	<ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

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	<ul style="list-style-type: none"> • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.
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Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

The guidance states that by the end of primary school:

	Pupils should know...
Mental wellbeing	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental well-being or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing.

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	<ul style="list-style-type: none"> • how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical health and fitness	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to immunisation and vaccination
Basic first aid	<ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

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Appendix 2 – PSHE Curriculum Map for Holmbush - Unit Overview

	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
EYFS	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Year 1	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) (SE) Linking growing and learning Coping with change Transition
Year 2	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) (SE) Assertiveness Preparing for transition
Year 3	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen	How babies grow Understanding a baby's needs Outside body changes (SE) Family stereotypes Challenging my ideas Preparing for transition

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	Seeing things from others' perspectives	be hurtful Giving and receiving compliments	Evaluating learning processes Managing feelings Simple budgeting	important online and offline scenarios Respect for myself and others Healthy and safe choices	Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	
Year 4	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Girls and puberty (SE) Inside body changes (SE) Confidence in change Accepting change Preparing for transition Environmental change
Year 5	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Having a baby (SE) Growing responsibility Coping with change Preparing for transition
Year 6	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception (including IVF) (SE) Reflections about change Physical attraction (SE) Boyfriends/girlfriends Sexting Transition

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Appendix 3 – RSE Curriculum Map for Holmbush – Objectives taught in the Summer Term

Year Group	Objectives	Vocabulary
EYFS	<p>‘Relationships’ puzzle piece:</p> <ul style="list-style-type: none"> • I can identify some of the jobs I do in my family • I know how to make friends to stop myself from feeling lonely. • I can think of ways to solve problems and stay friends. • I am starting to understand the impact of unkind words. • I can use Calm Me Time to manage my feelings. • I know how to be a good friend. <p>‘Changing Me’ puzzle piece</p> <ul style="list-style-type: none"> • I can name parts of the body • I can tell you some things I can do and foods I can eat to be healthy. • I understand that we all grow from babies to adults. • I can express how I feel about moving to Year 1. • I can talk about my worries and/or the things I am looking forward to about being in Year 1 • I can share my memories of the best bits of this year in Reception 	
Year 1	<p>‘Relationships’ puzzle piece:</p> <ul style="list-style-type: none"> • I can identify the members of my family and understand that there are lots of different types of families. <i>I know how it feels to belong to a family and care about the people who are important to me.</i> • I can identify what being a good friend means to me. <i>I know how to make a new friend</i> • I know appropriate ways of physical contact to greet my friends and know which ways I prefer. <i>I can recognise which forms of physical contact are acceptable and unacceptable to me.</i> • I know who can help me in my school community. <i>I know when I need help and know how to ask for it</i> • I can recognise my qualities as person and a friend. <i>I know ways to praise myself</i> • I can tell you why I appreciate someone who is special to me. <i>I can express how I feel about them</i> <p>‘Changing Me’ puzzle piece</p> <ul style="list-style-type: none"> • I am starting to understand the life cycles of animals and humans. <i>I understand that changes happen as we grow and that this is OK</i> • I can tell you some things about me that have changed and some things about me that have stayed the same. <i>I know that changes are OK and that sometimes they will happen whether I want them to or not.</i> • I can tell you how my body has changed since I was a baby. <i>I understand that growing up is natural and that everybody grows at different rates.</i> • I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, vagina. <i>I respect my body and understand which parts are private. (SE)</i> 	<p>Changes Life cycle Baby Adulthood Grown up Mature Male Female Vagina Penis Feelings Anxious Worried Excited Happy Nervous Coping</p>

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	<ul style="list-style-type: none"> I understand that every time I learn something new I change a little bit. <i>I enjoy learning new things</i> I can tell you about changes that have happened in my life. <i>I know some ways to cope with changes</i> 	
Year 2	<p>'Relationships' puzzle piece:</p> <ul style="list-style-type: none"> I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate. <i>I accept that everyone's family is different and understand that most people value their family</i> I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not. <i>I know which types of physical contact I like and don't like and can talk about this</i> I can identify some of the things that cause conflict with my friends. <i>I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends</i> I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. <i>I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this</i> I recognise and appreciate people who can help me in my family, my school and my community. <i>I understand how it feels to trust someone</i> I can express my appreciation for the people in my special relationships. <i>I am comfortable accepting appreciation from others</i> <p>'Changing Me' puzzle piece</p> <ul style="list-style-type: none"> I can recognise cycles of life in nature. I can tell you about the natural process of growing from young to old and understand that this is not in my control. <i>I understand there are some changes that are outside my control and can recognise how I feel about this</i> I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old. <i>I can identify people I respect who are older than me</i> I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina) and appreciate that some parts of my body are private. <i>I can tell you what I like/don't like about being a boy/girl. (SE)</i> I understand there are different types of touch and can tell you which ones I like and don't like. <i>I am confident to say what I like and don't like and can ask for help</i> I can identify what I am looking forward to when I move to my next class. <i>I can start to think about changes I will make when I am in Year 3 and know how to go about this</i> 	Control Fully grown Old Young Respect Appearance Physical Toddler Child Teenager Independent Freedom Responsibilities Testicles Anus Public Private Touch Cuddle Hug Squeeze Like Dislike Acceptable Unacceptable Comfortable Uncomfortable
Year 3	<p>'Relationships' puzzle piece:</p> <ul style="list-style-type: none"> I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. <i>I can describe how taking some responsibility in my family makes me feel</i> I can identify and put into practice some of the skills of friendship eg. taking turns, being a good listener. <i>I know how to negotiate in conflict situations to try to find a win-win solution</i> I know and can use some strategies for keeping myself safe online. <i>I know who to ask for help if I am worried or concerned about anything online</i> I can explain how some of the actions and work of people around the world help and influence my life. <i>I can show an awareness of how this could affect my choices</i> I understand how my needs and rights are shared by children around the world and can identify how our lives may be different. <i>I can empathise with children whose lives are different to mine and appreciate what I may learn from them</i> 	Birth Animals Uterus Womb Nutrients Survive Love Affection Care Puberty Stereotypes

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	<ul style="list-style-type: none"> • I know how to express my appreciation to my friends and family. <i>I enjoy being part of a family and friendship groups</i> <p>'Changing Me' puzzle piece</p> <ul style="list-style-type: none"> • I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby <i>I can express how I feel when I see babies or baby animals</i> • I understand how babies grow and develop in the mother's uterus <i>I can express how I might feel if I had a new baby in my family</i> • I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies <i>I recognise how I feel about these changes happening to me and know how to cope with those feelings (SE)</i> • I can identify how boys' and girls' bodies change on the outside during this growing up process <i>I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes (SE)</i> • I can start to recognise and challenge stereotypical ideas I might have about parenting and family roles identify what I am looking forward to when I move to my next class <i>I start to think about changes I will make next year and know how to go about this</i> 	<p>Task Roles Challenge</p>
<p>Year 4</p>	<p>'Relationships' puzzle piece:</p> <ul style="list-style-type: none"> • I can recognise situations which can cause jealousy in relationships. <i>I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens</i> • I can identify someone I love and can express why they are special to me. <i>I know how most people feel when they lose someone or something they love</i> • I can tell you about someone I know that I no longer see. <i>I understand that we can remember people even if we no longer see them</i> • I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends. <i>I know how to stand up for myself and how to negotiate and compromise</i> • I understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older. <i>I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend</i> • I know how to show love and appreciation to the people and animals who are special to me. <i>I can love and be loved</i> <p>'Changing Me' puzzle piece</p> <ul style="list-style-type: none"> • I understand that some of my personal characteristics have come from my birth parents. <i>I appreciate that I am a truly unique human being.</i> • I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up <i>I recognise how I feel about these changes happening to me and know how to cope with these feelings. (SE)</i> • I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this. <i>I have strategies to help me cope with the physical and emotional changes I will experience during puberty. (SE)</i> • I know how the circle of change works and can apply it to changes I want to make in my life. <i>I am confident enough to try to make changes when I think they will benefit me</i> • I can identify changes that have been and may continue to be outside of my control that I learnt to accept. <i>I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively</i> 	<p>Personal Unique Characteristics Parents Puberty Menstruation Periods Acceptance</p>

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	<ul style="list-style-type: none"> I can identify what I am looking forward to when I move to a new class. <i>I can reflect on the changes I would like to make next year and can describe how to go about this</i> 	
Year 5	<p>'Relationships' puzzle piece:</p> <ul style="list-style-type: none"> I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities. <i>I know how to keep building my own self-esteem</i> I understand that belonging to an online community can have positive and negative consequences. <i>I can recognise when an online community feels unsafe or uncomfortable</i> I understand there are rights and responsibilities in an online community or social network. <i>I can recognise when an online community is helpful or unhelpful to me</i> I know there are rights and responsibilities when playing a game online. <i>I can recognise when an online game is becoming unhelpful or unsafe</i> I can recognise when I am spending too much time using devices (screen time). <i>I can identify things I can do to reduce screen time, so my health isn't affected</i> I can explain how to stay safe when using technology to communicate with my friends. <i>I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others</i> <p>'Changing Me' puzzle piece</p> <ul style="list-style-type: none"> I am aware of my own self-image and how my body image fits into that. <i>I know how to develop my own self esteem.</i> I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally. <i>I understand that puberty is a natural process that happens to everybody and that it will be ok for me.</i> I can describe how boys' and girls' bodies change during puberty. <i>I can express how I feel about the changes that will happen to me during puberty. (SE)</i> I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby. <i>I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult. (SE)</i> I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities. <i>I am confident that I can cope with the changes that growing up will bring.</i> I can identify what I am looking forward to when I move to my next class. <i>I can start to think about changes I will make next year and know how to go about this.</i> 	<p>Self Self-image Body image Self-esteem Perception Aspects Affirmation Sanitary towels Sanitary pads Tampons Ovary/ Ovaries Oestrogen Womb/Uterus Sperm Testicles/Testes Erection Ejaculation Wet dream Larynx Facial hair Growth spurt Hormones Sperm Egg/ Ovum Penis Testicles Ovaries Fertilise</p>

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<p>Year 6</p>	<p>'Relationships' puzzle piece:</p> <ul style="list-style-type: none"> • I know that it is important to take care of my mental health. <i>I understand that people can get problems with their mental health and that it is nothing to be ashamed of.</i> • I know how to take care of my mental health. <i>I can help myself and others when worried about a mental health problem.</i> • I understand that there are different stages of grief and that there are different types of loss that cause people to grieve. <i>I can recognise when I am feeling those emotions and have strategies to manage them.</i> • I can recognise when people are trying to gain power or control. <i>I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.</i> • I can judge whether something online is safe and helpful for me. <i>I can resist pressure to do something online that might hurt myself or others.</i> • I can use technology positively and safely to communicate with my friends and family. <i>I can take responsibility for my own safety and well-being.</i> <p>'Changing Me' puzzle piece</p> <ul style="list-style-type: none"> • I am aware of my own self-image and how my body image fits into that. <i>I know how to develop my own self esteem.</i> • I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. <i>I can express how I feel about the changes that will happen to me during puberty.</i> • I understand that sexual intercourse can lead to conception and that is how babies are usually made. <i>I appreciate how amazing it is that human bodies can reproduce in these ways. (SE)</i> • I also understand that sometimes people need IVF to help them have a baby. (SE) • I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend. <i>I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to.</i> • I am aware of the importance of a positive self-esteem and what I can do to develop it. <i>I can express how I feel about my self-image and know how to challenge negative 'body-talk'.</i> • I can identify what I am looking forward to and what worries me about the transition to secondary school. <i>I know how to prepare myself emotionally for the changes next year.</i> 	<p>Real self Celebrity Opportunities Pubic hair Semen Erection Breasts Hormones Fallopian tube Relationships Conception Sex Fallopian tube Fertilisation Pregnancy Embryo Umbilical cord Fertility treatment (IVF) Attraction Relationship Pressure Love Sexting Negative body-talk Mental health Transition Journey</p>
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Appendix 4 – Additional information about the inclusion of LGBT+ in the curriculum

We have set out below the lesson coverage of LGBT in each year group's PSHE lessons.

Throughout all year groups, images of families will include a range of family types including some with adult members of the same gender. Images of adult couples will include some same sex pairings. These aren't captioned or required to be explained so it is up to the child's own interpretation to decide the relationships involved. We use a range of children's texts in which families are represented in a range of ways including single sex parents, single parents, mixed race families, adopted families and foster families. We also use a range of texts to challenge stereotypes. Some examples of these include:

- And Tango makes three
- Made By Raffi
- Pink is for boys
- Heather has two mommies
- The big book of families

Year 3

In "Celebrating Difference", the anti-bullying unit, children are taught not to use the word 'gay' as an insult. The meaning of "gay" is clarified in an age-appropriate, nonsexual way.

Year 5

In "Celebrating Difference", the anti-bullying unit, children discuss a scenario involving homophobic bullying, thinking about how to solve the scenario or make it better. In "Changing Me", the growing up unit, it is explained that for some people, when they get older they fancy their own gender and that this is normal for some people.

Year 6

In "Celebrating Difference", the anti-bullying unit, a true/false quiz mentions laws around gay marriage. Scenarios used for discussion in this unit include using gay as an insult; a girl who is teased because she lives with her gay dads; and using transgender insults.

In **Years 5 and 6**, children watch a video that includes a scene at a family party which depicts couples in a range of different relationships, married, unmarried and same sex. The video treats these different types of relationship with a very light touch and there is no reference to the same sex couple being in a romantic relationship. Once again it is up to the child's own interpretation to decide the relationship involved.

What about answering questions from children?

Our PSHE curriculum also provides notes for teachers about how to treat LGBT issues should questions arise from children or should there be issues about which children might feel sensitive.

Year 3

In "Changing Me", the growing up unit, the notes advise teachers to be sensitive of transgender issues but this is not mentioned in teaching or in any lesson resources.

Year 4

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In “Relationships”, the teachers notes advise being sensitive to the possibility that some children may have same-sex couples within their family groups and recognising in an unsensational way that boyfriend or girlfriend pairings can be same gender as well as opposite.

Year 5

In “Changing Me”, the growing up unit, the notes advise teachers how to explain the words gay, lesbian, bisexual and transgender in simple non-sexual terms, if not already known by children.

Year 6

In “Changing Me”, the growing up unit, the lessons include anonymous question and answer sessions where children can submit questions in writing. The teacher then evaluates each question before answering it or setting it aside if it is unsuitable for discussion. The notes provide guidance on how to answer questions about being gay – that it is natural and nothing to be ashamed of, and that we shouldn’t make fun or discriminate because it’s against the law (under the Equality Act). Questions about gay sexual relationships would not be read out but would be set aside as not age appropriate. We hope that the information provided here is useful.

It is important to note that Relationships Education is statutory in primary schools and that there is no parental right of withdrawal from these lessons, with the exception of lessons focusing specifically on how human conception and reproduction occurs.

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Appendix 5 - Parent Form: Withdrawal from Sex Education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the academy to consider			
Parent signature			

TO BE COMPLETED BY THE ACADEMY	
Agreed actions from discussion with parents	