



**Relationships and sex education within the context of our School Vision**

At St Michael at Bowes we believe that our vision underpins everything we do and as such we strive for our children to 'build on firm foundations' in order for them to lead successful lives. In our classroom it is likely that not all agree on issues to do with human sexuality, gender identity and marriage; however, we promote a faithful and loving commitment to remain in relationships that honour the dignity of everyone's humanity.

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## Mission Statement and Introduction

### 1 OUR AIMS

We believe that children should be happy, enjoy coming to school, take away with them happy memories and to be able to make good friendships with other people.

To make sure our children always have good manners, behave well and have a smart appearance.

To encourage our children to be more confident and believe in themselves and what they can achieve, so they can develop knowledge, skills and care for others.

To help our children to become independent learners: always asking questions about the world around them.

To teach our children to accept and show respect for other peoples' views, beliefs and cultures, to have respect for themselves and know they are important and special.

To make sure parents, governors, staff and the community all work well together to give our children an environment in which each child can reach for the stars and achieve their targets.

## **2 OUR MISSION STATEMENT**

St Michael at Bowes is a Church of England school, reflecting Christian values.

We believe that every child should have a happy, safe, secure and disciplined environment in order that all children may thrive and reach their full potential.

We are committed towards an environment that reflects our Christian values and provides equal opportunities for all members of the school community.

We strive for continual progress and development with the purpose of improving standards, raising attainment and enhancing the quality of learning and teaching.

### **DOING OUR VERY BEST AND CARING FOR EACH OTHER**

At St Michael at Bowes CE Junior School, Relationships and Sex Education (RSE) is integrated into the Personal, Social, Health and Citizenship Education programme of the school, as well as being a topic in the Life Processes and Living Things unit of the Science Curriculum. As a church school, RSE is underpinned by our mission statement and teaching and learning of Christianity in R.E. It is our whole school view that the delivery of high quality RSE is extremely important, however, should they wish, parents can withdraw their child/ren from all or part of RSE provided, except that which is required by the Science National Curriculum. If a parent wishes their child to be withdrawn from RSE lessons, they should initially discuss this with the headteacher and then put it in writing. The impact of removing the child will be discussed with the parent.

## **3 THE AIMS OF THIS POLICY**

The school publishes this policy as a statutory requirement and with the following aims:

1. To offer a clear guide to parents, carers, staff and visitors. Defining RSE as a subject and explaining its delivery at school
2. To set out the curriculum requirements and explain what will be taught when
3. To give information to parents and carers about their involvement with RSE.

The whole school community shares a responsibility in the successful implementation of this policy.

## **4 POLICY DEVELOPMENT**

As set out in government guidance, the policy has been developed through a process of consultation involving school staff, parents/carers, pupils, and the school nursing team. Development of the policy has been supported by school governors, who have ratified the finished document.

## **5 STATUTORY REQUIREMENTS**

The Children and Social Work Act 2017 makes Relationships Education and Health Education statutory in all Primary schools. The following guidance is mandatory from September 2020:

1. Relationships Education will be compulsory in all Primary Schools (or those pupils receiving Primary Education) – this includes academies, free schools and independent schools
2. Health Education will be compulsory in all Primary and Secondary Schools (or those pupils receiving Primary or Secondary Education) – this includes all academies and free schools but not independent schools as PSHE is already statutory in these schools.

RSE supports us in our statutory duties of Keeping Children Safe in Education.

## **6 DEFINITIONS AND CURRICULUM CONTENT**

**Relationship and sex Education (RSE)** supports and guides children and young people in life-long learning about relationships, emotions, the human biology of sex, sexuality and sexual health. In partnership with parents and carers, we help our young people to understand and manage their physical and emotional development during adolescence and to prepare for the decisions to be made in adult life.

The school's RSE curriculum (appendix 1) has been designed in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils.

### **i. Relationships Education**

The focus of Relationships Education is 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. DfE guidance requires us to teach objectives under the following topics;

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

### **ii. Health Education**

The focus of Health Education is on teaching the characteristics of good physical health and mental wellbeing. Elements of our Health Education are timetabled to complement and support the teaching of RSE. DfE guidance requires us to teach objectives under the following topics;

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drug, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid

- The Changing Adolescent Body (Puberty)

### iii. Sex Education

The Dfe advise that all primary schools have a programme of Sex Education tailored to the age and the physical and emotional maturity of the pupils. Our programme contains the statutory elements of the Science curriculum (see appendix 2)

### iv. Sex education outside of science

Our programme also contains non-statutory content which the school feels is age appropriate and does an important job of helping to answer some of the questions that pupils are asking as they come to the transition period between Primary and Secondary school.

Drawing on knowledge of the human life cycle set out in the national curriculum for science – Year 6 will have three additional lessons focussing on consent in intimate adult relationships and how a baby is conceived and born. Class discussions may include reference to issues such as masturbation, contraception and STI's.

Parents will be informed of when these lessons take place and if they wish to withdraw procedures will be followed as set out in section 16.

## **7. ORGANISATION AND DELIVERY**

1. **Timetabling:** 4 sessions per term per year group will be taught. Aspects of RSE will also be delivered through assemblies and dropdown days. Also, in Year 5 boys and girls have separate sessions considering puberty and body changes. These sessions are repeated and extended in Year 6.
2. **Staffing:** RSE will be taught by class teachers. The school nurse and other health professionals are invited into school to provide expertise and information in RSE for the whole school.
3. **Resources:** RSE is delivered using quality assured up to date resources from the Christopher Winter Project. Teaching methods and further resources include circle-time, relationship building games, videos, books, 3D models, photographs, charts, posters and visiting agencies.
4. **External visitors:** Visitors may be used from time to time to enhance, not replace, our delivery of RSE. Visitors will be checked to ensure that what they are offering is of quality and appropriate for our students.
5. **Signposting support:** To ensure we honour the humanity and choices of all, guidelines and ground rules are made very clear to all staff and pupils, including no dismissing the other person's opinions, claiming superiority or reference to any individual's relationships. Further to that, all RSE sessions will include signposting information for students, including identifying safe and appropriate adults for them to go to for help and support. This will include members of the school pastoral care team but will also include the signposting of external agencies such as Childline.

## **8 EQUAL OPPORTUNITIES AND INCLUSION**

i Particular care will be taken to ensure that RSE is accessible to pupils with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all pupils by using differentiated resources, small group work or supporting pupils in-class, where appropriate.

ii Further to that, the school has duties, under the Equalities Act (2010), to ensure that it does not discriminate against people with protected characteristics. A whole school approach is taken to inclusivity and accessibility and care is taken to ensure that teaching meets the needs of all students. The school will:

1. Respect that the school community includes people of different faiths, beliefs and cultural backgrounds
2. Acknowledge that pupils will grow up in many kinds of families including single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures
3. Recognise that some staff or pupils may identify as LGBT
4. Take care that resources, books and displays represent all kinds of families
5. Take positive action to tackle bullying and discrimination

iii Provision for Pubertal Pupils

1. Parents are encouraged to inform the school when their daughter begins menstruation, in order that all staff can be aware of those times when they may be feeling unwell or unable to take part in physical activities including P.E or swimming. However, physical activity is encouraged as it improves blood flow and reduces the cramping associated with periods
2. Sanitary bins are provided in girls' toilets
3. Female members of staff, in particular our Learning Mentor, are always available to reassure pubertal girls and ensure that there is no embarrassment with regard to dealing with their periods.

## **9 SAFEGUARDING AND CONFIDENTIALITY**

Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children should be made aware of how to raise their concerns or make a report and how any report will be handled. This should include processes when they have a concern about a friend or peer.

All sessions will begin with a group agreement designed to create a safe space for discussion. Sessions will include information, signposting appropriate help and support, including parents and carers and the school's pastoral team.

All school staff have completed safeguarding training and should be mindful of the school's safeguarding policy and procedures when delivering RSE sessions. Staff understand that they cannot offer unconditional confidentiality to pupils and pupils will be made aware of this. Staff will work within the school's agreed procedures for recording and reporting disclosures and the nature of access to this information.

## **10 STAFF SUPPORT AND DEVELOPMENT**

All staff will be supported with appropriate training and support because RSE should be delivered by staff who feel confident with the subject. Training includes information on how to use groundrules, facilitate group discussions, answer difficult questions and the delivery of sensitive content. Training may be provided in-school, on-line or as part of local support offered by the Local Authority

## **11 ANSWERING PUPIL QUESTIONS**

1. Ground rules for discussion excluding personal questioning of staff or pupils will be established.
2. Both formal and informal RSE arising from pupils' questions are answered according to the age and stage of development of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. Staff are to use their own discretion in these situations. Questions concerning sexuality will be answered if raised but questions that fall outside the curriculum will be referred back to the 'family'.
3. We shall attempt to deal with questions in a sensitive, open, frank and matter of fact way.
4. The school believes that individual staff must use their skill and discretion in this situation and refer to the Child Protection Co-ordinator if they are concerned.

## **12 CONTRAVERSIAL AND SENSITIVE ISSUES**

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

## **13 RADICALISATION**

As a school we are aware that during the teaching of RSE, a teacher or assistant may become concerned that a child is at risk of being radicalised, possibly through what they say, discuss, write or draw. The adult has a responsibility to follow our safeguarding and reporting procedures. Please refer to our safeguarding policy.

## **14 SEXUALITY**

RSE should include discussions of sexuality in a sensitive manner and should include positive representations of gay people.

Discussions of relationships should not be solely heterosexual relationships and the word "partner" can be used rather than assuming all girls have or want boyfriends and all boys have or want girlfriends. It is important to encourage tolerance and understanding and not

demean or encourage prejudice against people whose sexuality is not shared by the majority. Challenging sexism and homophobia should form part of the school's approach to equal opportunities. Homophobic bullying is dealt with strongly yet sensitively. (Please refer to our Equal Opportunities Policy and Single Equalities Duty).

## **15 MONITORING AND EVALUATING**

The PSHCE coordinator is responsible for monitoring and evaluating the effectiveness of teaching and learning in RSE in collaboration with the Senior Leadership Team. The governing body are responsible for monitoring this policy on a regular basis. The governors give serious consideration to any comments from parents/carers about the RSE programme and makes a record of all such comments. Staff, pupil and parent views are sought where appropriate.

The school has the same high expectations of pupils' work in RSE as in other areas of the curriculum. The subject lead will support teachers to assess pupil work and progress through book scrutiny, learning walks, and lesson observations.

Pupil feedback will be important to the future development of RSE at the school. Regular subject audits will ensure that provision is up to date and meeting the needs of pupils.

## **16 WORKING WITH PARENTS AND CARERS**

The school has consulted parents and carers and their views have been taken into consideration when planning and delivering RSE. Parents and carers will be kept informed about what is delivered and when, so that they can support this learning at home.

Parents and carers will be invited to a meeting where they will be able to view resources, including any used for Sex education taught outside of science.

From September 2020 parents do not have the right to withdraw their child from lessons on Relationships or Health Education or the Science Curriculum. However, parents and carers have the right to withdraw their child from Sex Education outside of science as outlined in section 6 (iv).

If a parent or carer wishes for their child to be excused from Sex Education, we ask that they discuss it with the Head Teacher and then a request be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Parents, carers and staff should be aware that pupils who are excused from RSE will have questions about why this has happened. It should also be understood that pupils may ask their peers questions about lesson content.

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

## **17 SUPPORTING DOCUMENTATION**

- RSE Guidance 2000 (DFEE 0116/2000)
- Sex and Relationships (OFSTED 2002) see Appendices for 'Learning Outcomes'
- Sex and relationships the OFSTED view (HMI 433, 2002) [www.OFSTED.gov.uk](http://www.OFSTED.gov.uk)
- Sex and Relationships Education – A step by step guide for teachers (Simon Blake, 2002)
- Primary Schools Sex & Relationships Education Pack (Healthwise, 2001)

- PSHE and Citizenship (QCA)
- The National Curriculum Handbook for Primary School Teachers (QCA/DFES)
- 'Christopher Winters' Project resources
- Valuing All God's Children (C of E Education office)

## Appendix

### 1. Curriculum maps

#### Year 3

Units, Lessons and Learning Intentions.	Statutory guidance
Unit 1: Respectful Relationships	
<p><b>Lesson 1*</b> [Lesson one and two here are a split of lesson 1 from the CWP scheme of work]</p> <p>LO: To name male and female body parts using agreed words.</p> <p><b>Suggested Resources:</b></p> <p>Pictures of male and female bodies. Body difference matching cards.</p> <p><b>Lesson 2 *</b></p> <p>LO: To know and respect the body differences between ourselves and others.</p> <p><b>Suggested Resources:</b></p> <p>Book: <i>Cinderella's Bum</i> by Nicholas Allen, Book: <i>Shapesville</i> by Andy Mills</p>	<p><b>Respectful relationships (3a):</b></p> <p>Pupils should know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p>
Unit 2: Online Relationships	
<p><b>Lesson 3</b></p> <p>LO: To understand that online, people sometimes pretend to be someone they are not</p> <p><b>Suggested resources:</b></p> <p>Powerpoint available from Learning Mentor.</p> <p><b>Lesson 4</b></p> <p>LO4: The understand some rules and principles for keeping safe online</p> <p><b>Suggested resources:</b></p> <p>Twinkl internet safety powerpoint</p>	<p><b>Online relationships (4 a):</b></p> <p>Pupils should know that people sometimes behave differently online, including by pretending to be someone that they are not.</p> <p><b>Online relationships (4b):</b></p> <p>Pupils should know that the same principles apply to online relationships as face-to-face relationships, including the importance of respect for others online, including when we are anonymous.</p>
Unit 3: Caring friendships and being safe	

**Lesson 5 \* [Lessons 5 and 6 are a split of lesson 2 from the CWP scheme of work]**

LO: To understand that each person's body belongs to them.

**Suggested resources**

PANTS cards; Unwanted touch scenarios

**Lesson 6 \***

LO: To understand personal space and unwanted touch.

**Suggested resources**

Pantosaurus song, It's my body – book about body privacy – Louise Spilsbury and Mirella Mariani

**Lesson 7**

LO: Rebuilding friendships.

**Suggested resources**

<https://drive.google.com/drive/folders/19LwrQsfxnQxiyt1NH-31AXeqY4E1bH5H>

**Lesson 8: LO: Dealing with loss, and not seeing friends and family.**

<https://drive.google.com/drive/folders/1ompUARAthQpwpsn5au2zlhyFN2o-xgks>

**Caring friendships (2e)**

Pupils should know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from other, if needed.

**Respectful relationships (3 b, d & f)**

Pupils should know **b)** the practical steps they can take in a range of different contexts to improve or support respectful relationships; **d)** the importance of self-respect and how this links to their own happiness; **f)** 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.

**Being safe (5a, b, c, d, f, & g)**

Pupils should know **a** what sorts of boundaries are appropriate in friendships with peer and others (including in a digital context); **b)** 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; **c)** that each person's body belongs to them, and the differences between appropriate

	<p>and inappropriate or unsafe physical, and other, contact;</p> <p><b>d)</b> how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know;</p> <p><b>f)</b> how to ask for advice or help for themselves or others, and to keep trying until they are heard and</p> <p><b>g)</b> how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p>
<p>Unit 4: Families</p>	
<p><b>Lesson 9*</b> [Lessons 9 and 10 are a split of lesson 3 from the CWP scheme of work]</p> <p>LO: To understand that all families are different and have different members</p> <p><b>Suggested resources</b> Families pictures, Book: <i>Who's in a family?</i> Robert Skutch</p> <p><b>Lesson 10 *</b></p> <p>LO: To identify who to go to for help and support.</p> <p><b>Suggested resources</b> Who can I talk to worksheet</p>	<p><b>Families and people who care for me (1a,1b,1c,1d,1f,)</b></p> <p><b>a)</b> Pupils should know that families are important for children growing up because they can give love, security and stability;</p> <p><b>b)</b> 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;</p> <p><b>c)</b> 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</p>

	<p>and care;</p> <p><b>d)</b> 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.</p> <p><b>Being safe (5d,5f,5g, 5h)</b></p> <p><b>d)</b> Pupils should know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know; <b>f)</b> how to ask for advice or help for themselves or others, and to keep trying until they are heard;</p> <p><b>g)</b> How to report concerns or abuse, and the vocabulary and confidence needed to do so;</p> <p><b>h)</b> where to get advice e.g. family, school and/or other sources.</p>
<p>Unit 5: Me and my community</p>	
<p><b>Lesson 11</b>  LO: To understand the importance of self-respect  <b>Suggested resources</b>  <a href="https://plprimarystars.com/resources/self-esteem">https://plprimarystars.com/resources/self-esteem</a></p> <p><b>Lesson 12</b>  LO: To understand how communities tackle shared challenges  <b>Suggested resources</b>  <a href="https://www.bbc.co.uk/bitesize/clips/zq3q6fr">https://www.bbc.co.uk/bitesize/clips/zq3q6fr</a></p>	<p><b>Respectful relationships (3d)</b></p> <p>Pupils should know the importance of self-respect and how this links to their own happiness.</p> <p><b>Respectful relationships (3e)</b></p> <p>Pupils should know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in position of authority.</p>

## Year 4

Units, Lessons and Learning Intentions.	Statutory guidance
<p>Unit 1: Healthy and respectful relationships</p> <p><b>Lesson 1* [This is lesson 3 from the CWP scheme of work]</b></p> <p>LO: To discuss the characteristics of healthy relationships</p> <p><b>Suggested Resources:</b></p> <p>Healthy Friendships cards, Relationship pictures</p> <p><b>Lesson 2</b></p> <p>LO: To discuss the importance of self-respect.</p> <p><b>Suggested Resources:</b></p> <p>Online Respect and Self-Respect video <a href="https://www.youtube.com/watch?v=mZtXwLzllpk">https://www.youtube.com/watch?v=mZtXwLzllpk</a></p>	<p><b>Caring friendships (2b,2c,2d,2e)</b></p> <p>Pupils should know that</p> <p><b>b)</b> the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p><b>c)</b> that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p><b>d)</b> that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p><b>e)</b> Pupils should know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from other, if needed.</p> <p><b>Respectful relationships (3a,3b,3d,3e,3f,3h)</b></p> <p><b>a)</b> Pupils should know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p><b>b)</b> The practical steps they can take in a range of different contexts to improve or support respectful relationships;</p> <p><b>d)</b> The importance of self-respect and how this links to their own happiness;</p> <p><b>e)</b> Pupils should know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in position of authority.</p> <p><b>f)</b> 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.</p> <p><b>h)</b> The important of permission-seeking and giving in relationships with friends, peers and adults.</p> <p><b>Online relationships (4b,4d)</b></p> <p><b>b)</b> Pupils should know that the same principles</p>

	<p>apply to online relationships as face-to-face relationships, including the importance of respect for others online, including when we are anonymous.</p> <p><b>d)</b> How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p>
<p>Unit 2: Online relationships</p>	
<p><b>Lesson 3</b> L.O: To understand the importance of keeping safe online. <b>Suggested Resources:</b> <a href="https://www.outofyourhands.com/online-safety/your-digital-footprint/">https://www.outofyourhands.com/online-safety/your-digital-footprint/</a> link shows activity that relates to our digital footprint, create tally of what pupils use the internet for, <a href="https://www.bbc.co.uk/bitesize/clips/zw8mtfr">https://www.bbc.co.uk/bitesize/clips/zw8mtfr</a> link to video evaluating digital content.</p> <p><b>Lesson 4</b> L.O: To understand how to remain safe when using social media and interacting with others online. <b>Suggested Resources:</b> Scenario cards based upon social media including involving strangers on the internet, <a href="https://www.youtube.com/watch?v=0w4HMT7PyQ0">https://www.youtube.com/watch?v=0w4HMT7PyQ0</a> link to video showing how negative comments can spread, link to school value of honesty and when it is right/wrong to be completely honest,</p>	<p><b>Online relationships (4c, d, e)</b> Pupils should know that <b>c)</b> The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. <b>d)</b> How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met. <b>e)</b> How information and data is shared and used online.</p>
<p>Unit 3: Caring friendships and being safe</p>	
<p><b>Lesson 5</b> LO: How to manage conflict in friendships <b>Suggested Resources:</b> <a href="https://www.twinkl.co.uk/resource/t2-p-406-ks2-resolving-conflict-cards">https://www.twinkl.co.uk/resource/t2-p-406-ks2-resolving-conflict-cards</a></p> <p><b>Lesson 6</b> LO: To understand how to use strategies to tackle bullying <b>Suggested Resources:</b> <a href="https://www.twinkl.co.uk/resource/t-t-4096-bullying-scenario-discussion-cards">https://www.twinkl.co.uk/resource/t-t-4096-bullying-scenario-discussion-cards</a>, link knowing who/what to trust on the internet,</p>	<p><b>Caring friendships (2d, e)</b> <b>d)</b> That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. <b>e)</b> Pupils should know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from other, if needed.</p>
<p>Unit 4: The human life cycle and puberty</p>	
<p><b>Lesson 7*</b> [Lessons 7 and 8 are a split of lesson 1 from the CWP scheme of work] LO: To explore the human lifecycle</p>	<p><b>Health education – the changing adolescent body 8a)</b> Pupils should know the key facts about puberty and the changing adolescent body, particularly</p>

<p><b>Suggested Resources:</b> Lifecycle whiteboard summary Lifecycle quiz slides and answers</p> <p><b>Lesson 8 *</b> LO: To identify some basic facts about puberty <b>Suggested Resources:</b> Body parts bingo cards, body changes pictures, ask children before lesson to bring in pictures of themselves as babies to highlight changes.</p> <p><b>Lesson 9* [Lessons 9 and 10 are a split of lesson 2 from the CWP scheme of work]</b></p> <p>LO: To explore how puberty is linked to reproduction <b>Suggested Resources:</b> Bag containing spot cream, deodorant, shaving foam, menstrual pads/ tampon, a love heart Puberty card sort Puberty card sort whiteboard summary Body changes worksheet Puberty changes teachers guide</p> <p><b>Lesson 10 *</b> LO: To understand some of the physical and emotional changes that happen during puberty <b>Suggested Resources:</b> Book: <i>Where Willy Went</i>, Nicholas Allan Book: <i>Hair in Funny Places</i>, Babette Cole Discuss mental wellbeing as part of this lesson,</p>	<p>from age 9 through to age 11, including physical and emotional changes.</p> <p><b>8b)</b> about menstrual wellbeing including the key facts about the menstrual cycle.</p> <p><b>Health education – Mental wellbeing (6a, b, c, d, f)</b> Pupils should know: <b>a)</b> That mental wellbeing is a normal part of daily life, in the same way as physical health. <b>b)</b> 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 relations to different experiences and situations. <b>c)</b> 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. <b>d)</b> How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. <b>f)</b> Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p><b>Key stage 2 science</b> Pupils should be able to <b>a)</b> Describe the life process of reproduction in some plants and animals. <b>b)</b> Describe the changes as humans develop to old age</p>
<p>Unit 5 Me and my community <b>Lesson 11</b> LO: What is the UK parliament <b>Suggested resources</b> <a href="https://www.twinkl.co.uk/resource/t2-t-17028-uk-parliament-lesson-1-what-is-the-uk-parliament-lesson-pack">https://www.twinkl.co.uk/resource/t2-t-17028-uk-parliament-lesson-1-what-is-the-uk-parliament-lesson-pack</a>, hold mock election in the classroom, link to British values,</p> <p><b>Lesson 12</b> LO: To understand how to be responsible with money <b>Suggested resources</b> (activity 5 or 6 or 7?) <a href="https://www.iow.gov.uk/azservices/documents/2562-LessonsMoneySafe5-11webv4-1.pdf">https://www.iow.gov.uk/azservices/documents/2562-LessonsMoneySafe5-11webv4-1.pdf</a></p>	<p><b>Respectful relationships (3e)</b> <b>e)</b> Pupils should know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in position of authority.</p>

## Year 5

Year 5	
Units, Lessons and Learning Intentions.	Statutory guidance
Unit 1: Respectful relationships	
<p><b>Lesson 1</b> LO: What is respect? <b>Suggested resources</b> <b>Lesson 1 one:</b> <a href="https://www.zerotolerance.org.uk/resources/RESPECT-Primary-Lessons.pdf">https://www.zerotolerance.org.uk/resources/RESPECT-Primary-Lessons.pdf</a></p> <p><b>Lesson 2</b> LO: To respect differences <b>Suggested resource</b> <a href="https://www.twinkl.co.uk/resource/nz2-p-01-stereotypes-lesson-pack">https://www.twinkl.co.uk/resource/nz2-p-01-stereotypes-lesson-pack</a></p>	<p><b>Respectful relationships (3a):</b> Pupils should know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p>
Unit 1: Physical health and mental well-being	
<p><b>Lesson 3</b> LO: What are legal drugs? <b>Suggested Resources:</b> <b>This lesson and lessons 4 and 5 are taken from the following website (lessons 1 – 3 on page 6)</b>  <a href="http://live.nhs.uk/about-us/professional-support-sites/substance-misuse-toolkit/drugs/substance-misuse-primary-education-lesson-plans/">http://live.nhs.uk/about-us/professional-support-sites/substance-misuse-toolkit/drugs/substance-misuse-primary-education-lesson-plans/</a></p> <p><b>Lesson 4</b> LO: What are illegal drugs? <b>Suggested Resources:</b></p> <p><b>Lesson 5</b> LO: What are the risks of taking drugs? <b>Suggested Resources:</b></p> <p><b>Lesson 6</b> LO: To understand how to deliver basic first aid <b>Suggested Resources:</b> <a href="https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-basic-life-support-first-aid-lesson-plan-and-teaching-resources/">https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-basic-life-support-first-aid-lesson-plan-and-teaching-resources/</a></p> <p>Or perhaps asking an outside agency or charity to come deliver these 2 lessons?</p>	<p><b>Health education (5a)</b> <b>Drugs, alcohol and tobacco</b> Pupils should know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</p> <p><b>Health education (7 a &amp; b)</b> <b>Basic first aid</b> <b>a)</b> Pupils should know how to make a clear and efficient call to emergency services if necessary. <b>b)</b> Concepts of basic first-aid, for example dealing with common injuries, including head injuries</p>
Unit 2: Online relationships	

<p><b>Lesson 7</b> LO: To explore cyberbullying <b>Suggested Resources:</b> <a href="https://www.twinkl.co.uk/resource/t-c-7806-cyberbullying-powerpoint">https://www.twinkl.co.uk/resource/t-c-7806-cyberbullying-powerpoint</a></p> <p><b>Lesson 8</b> LO: To understand how to be critical of information online <b>Suggested Resources:</b> <a href="https://www.childnet.com/resources/trust-me">https://www.childnet.com/resources/trust-me</a></p>	<p><b>Online relationships (4 d, e)</b> Pupils should know that <b>d)</b> how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. <b>e)</b> how information and data is shared and used online.</p>
<p>Unit 3: The human lifecycle and puberty</p>	
<p><b>Lesson 9* [Lesson 1 from the CWP scheme of work]</b>  LO: To explore the emotional and physical changes occurring in puberty <b>Suggested Resources:</b> Puberty changes Teacher Guide Puberty changes worksheet Reproductive system slides Pupil questions template</p> <p><b>Lesson 10* [Lesson 2 from the CWP scheme of work]</b> LO: To understand male and female puberty changes in more detail <b>Suggested Resources:</b> Reproductive System slides Puberty Changes Teacher Guide Menstrual cycle animation Male Changes Powerpoint Puberty Card Game Puberty Card Game answer sheet Puberty Card Game whiteboard summary Model materials: spaghetti (fallopian tubes) and poppy seeds (eggs) Selection of menstrual product (tampons, pads, liners, re-usables) Pupil questions from Lesson 1 <b>Additional Activities</b> What is the Menstrual Cycle? cards What is the Menstrual Cycle? whiteboard summary Menstruation Card Game Menstruation Card Game whiteboard summary</p> <p><b>Lesson 11* [Lesson 11 and 12 are a split of lesson 3 from the CWP scheme of work]</b>  LO: To explore the impact of puberty on the body and the importance of physical hygiene <b>Suggested Resources:</b> Kim's game items, and a cloth to cover them. (See lesson plan)</p> <p>Kim's Game Teacher Guide Year 5 Puberty Problem Page Year 5 Puberty Problem Page cut-outs Year 5</p>	<p><b>Health education – the changing adolescent body</b> <b>8a)</b> Pupils should know the key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.  <b>8b)</b> about menstrual wellbeing including the key facts about the menstrual cycle.</p> <p><b>Health education – Mental wellbeing (6a, b, c, d, f)</b> Pupils should know <b>c)</b> 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. <b>d)</b> how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. <b>f)</b> simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p>

Problem Page Teacher Guide Pupil questions from  
Lesson 1 **Additional Activities** Puberty Bingo cards

**Lesson 12\***

LO: To explore ways to get support during puberty

**Suggested resources**

## Year 6

Year 6	
<b>Units, Lessons and Learning Intentions.</b>	<b>Statutory guidance</b>
<b>Unit 1: Respectful relationships</b>	
<p><b>Lesson 1* [Lesson 2 of the additional lessons from CWP scheme of work ]</b></p> <p>LO: To explore practical steps that could be taken in a range of contexts to support respectful relationships</p> <p><b>Suggested Resources:</b> BBC Teach film-respecting myself and others School equality scenarios</p> <p><b>Lesson 2 * [Lesson 2 of the CWP scheme of work ]</b></p> <p>LO: Exploring the importance of communication and respect in relationships</p> <p><b>Suggested Resources:</b> Communication and touch cards Pupil questions template</p>	<p><b>Respectful relationships (3b, d, h)</b></p> <p>Pupils should know:</p> <p><b>b)</b>the practical steps they can take in a range of different contexts to improve or support respectful relationships;</p> <p><b>d)</b> the importance of self-respect and how this links to their own happiness;</p> <p><b>h)</b> the important of permission-seeking and giving in relationships with friends, peers and adults.</p> <p><b>Caring friendships (2 a –c)</b></p> <p>Pupils should know that:</p> <p><b>a)</b> how important friendships are in making us feel happy and secure and how people choose and make friends.</p> <p><b>b)</b> the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p><b>c)</b> that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p><b>Families and people who care for us (1a, b, d, f)</b></p> <p><b>a)</b> Pupils should know that families are important for children growing up because the can give love, security and stability;</p> <p><b>b)</b> 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;</p> <p><b>d)</b> 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.</p> <p><b>f)</b> how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p>
<b>Unit 2: Online relationships</b>	
<p><b>Lesson 3* [Lesson 4 of the CWP scheme of work ]</b></p>	<p><b>Online relationships (4a-e)</b></p> <p><b>a)</b> Pupils should know that people sometimes behave</p>

LO: To explore positive and negative ways of communicating in a relationship.

**Suggested Resources:**

Relationship question cards  
Communication scenario cards and answers  
Communication scenarios whiteboard summary  
[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

**Lesson 4**

LO: To explore sexting

**Suggested Resources:**

<https://www.childnet.com/ufiles/Guidance-for-teachers1.pdf>

differently online, including by pretending to be someone that they are not.

**b)** Pupils should know that the same principles apply to online relationships as face-to-face relationships, including the importance of respect for others online, including when we are anonymous.

**c)** the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

**d)** how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

**e)** how information and data is shared and used online.

**Being safe (5a, b, d, e, g, h)**

**Being safe (5a, b, d, f, & g)**

Pupils should know

**a** what sorts of boundaries are appropriate in friendships with peer and others (including in a digital context);

**b)** 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;

**d)** how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know;

**e)** how to recognise and report feeling of being unsafe or feeling bad about any adult.

**f)** how to ask for advice or help for themselves or others, and to keep trying until they are heard and

**h)** where to get advice e.g. family, school and/or other sources.

**Mental wellbeing (6h, i)**

**h)** that bullying (including cyberbullying) has a negative and often impact on mental wellbeing.

**i)** 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 wellbeing or ability to control their emotions (including issues arising online).

**Unit 3: Caring friendships and being safe**  
**Suggested Resources (pack of 3 lessons for this unit for lessons 5, 6 and 7. Link provided at the bottom of the table)**

**Lesson 5**

LO: To examine feelings about being out and about in the local area.

**Lesson 6**

LO: To identify risks and risky behaviour

**Lesson 7**

LO: To explore the possible consequences of anti-social behaviour

**Lesson 8\* [Lesson 1 of the additional lessons from CWP scheme of work ]**

LO: To know that we all have the right to be safe

**Suggested resources:**

FGM teacher guide

Puberty body part cards

PANTS cards

Scenarios cards

Pupil questions template

**Caring friendships (2a – e)**

Pupils should know

- a)** how important friendships are in making us feel happy and secure, and how people chose and make friends.
- b)** the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- c)** that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- d)** that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- e)** Pupils should know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from other, if needed.

**Being safe (5a, c, d, e, f, g, h)**

Pupils should know :

- a** what sorts of boundaries are appropriate in friendships with peer and others (including in a digital context);
- c)** that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact;
- d)** how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know;
- e)** how to recognise and report feeling of being unsafe or feeling bad about any adult.
- f)** how to ask for advice or help for themselves or others, and to keep trying until they are heard and
- g)** how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- h)** where to get advice e.g. family, school and/or other sources.

<p><b>Unit 4: Puberty and reproduction</b></p> <p><b>Lesson 9* [Lesson 1 of the CWP scheme of work ]</b></p> <p>LO: To consider puberty and reproduction</p> <p><b>Suggested Resources:</b>          Puberty changes Teacher guide          Puberty body part cards          Reproduction questions and answers sheet          Reproduction whiteboard summary          Year 6 puberty problem page          Year 6 puberty problem cut-outs          Year 6 puberty problem page teacher guide</p>	<p><b>Health Education – mental wellbeing (6c, d, f, g, i &amp; j)</b></p> <p>Pupils should know that</p> <p><b>c)</b> 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.</p> <p><b>d)</b> how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p><b>f)</b> simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p><b>g)</b> isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p><b>i)</b> 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 wellbeing or ability to control their emotions (including issues arising online).</p> <p><b>j)</b> 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.</p> <p><b>Changing adolescent body (8a,b)</b></p> <p><b>8a)</b> Pupils should know the key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p><b>8b)</b> about menstrual wellbeing including the key facts about the menstrual cycle.</p>
<p><b>Unit 5: Conception and pregnancy</b></p> <p><b>Lesson 10* [Lesson 10 and 11 are a split of lesson 3 of the CWP scheme of work ]</b></p> <p>LO: To consider different ways people might start a family</p> <p><b>Suggested Resources:</b>          Couple pictures          How does a baby start? Cards and whiteboard summary</p> <p><b>Lesson 11 *</b></p> <p>LO: To understand conception and pregnancy</p> <p><b>Suggested Resources:</b>          Conception and pregnancy statements          Conception and pregnancy quiz and answers          Reproductive system slides</p> <p><b>Lesson 12</b></p>	<p>Non-statutory</p>

LO: To understand what consent means in an adult sexual relationship

**Suggested Resources:**

<https://www.tes.com/teaching-resource/consent-pshe-11225596>

Resource for caring friendships unit:

<https://www.london.gov.uk/what-we-do/health/healthy-schools-london/awards/sites/default/files/Y6%20keeping%20safe%20out%20and%20about.pdf>

## 2. Statutory content

### Science Curriculum

Key Stage 1 (age 5-7 years) - Statutory Science Curriculum

- 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 exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11 years) - Statutory Science Curriculum

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

### Statutory Relationships and Health Education

Full details of what must be covered by the end of primary school can be found in the department for Education guidance <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

### 3. Parental request for excusal monitoring form

Name of child		Class	
Name of parent		Date	

Reason for request for excusal from sex education within relationships and sex education

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Any other information you would like the school to consider

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Parent signature

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#### TO BE COMPLETED BY THE SCHOOL

Agreed actions List details of what was agreed at the meeting, include alternative arrangements for from discussion *pupils being excused.*  
with parents

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Staff signature

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