



Relationships Education and Relationships and Sex Education (RSE) Policy 2020



Relationships Education and Relationships and Sex Education Policy

Context and Rationale:

Relationships and Sex Education (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. It involves a combination of sharing information, and exploring issues and values. It is not about the promotion of sexual activity.

Effective relationships and sex education is key in supporting young people through their physical, emotional and moral development, enabling them to make informed life choices confidently, and furthering their respect for themselves and others as they move through life. This requires a school wide approach, growing children's knowledge, skills and attitudes from Reception through to Year 6.

"Effective Sex and Relationships Education (SRE) in primary schools can help children build happier, healthier relationships now and in their adult lives - and can also contribute to reducing teenage pregnancy..." (National Children's Bureau, 2006).

"SRE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings" (Sex Education Forum 1999)".

The 1996 Education Act consolidates all relevant previous legislation and states that all schools must provide an up-to-date policy that describes the content and organisation of SRE provided outside the National Curriculum Science Order. The DfE Sex and Relationship Education Guidance (2020) supports this legislation and states that all schools should have an RSE programme tailored to the age and physical and emotional maturity of the pupils.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships education for all pupils receiving primary education.

Strong delivery of SRE/PSHE by schools is known to be one of the main factors for reducing teenage pregnancy and improving sexual health (DfES 2006).

"Today's media can swamp children with information about relationships and sex. The perspective of relationships and sex on offer is often distorted, unbalanced or disrespectful. Relationships and sexual health education can counter, correct or redefine these images." (Spring Fever)

This policy presents clearly what the school is setting out to achieve in RSE and how it proposes to go about it. It is a working document that provides guidance for staff.

Statutory requirements

As a primary academy school 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 Inspire Education we teach RSE as set out in this policy.

Aims

The aims of relationships and sex education (RSE) in our schools 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

As a trust, one of our values is that 'We are committed to making all children feel happy, safe and secure.' Through our delivery of PSHE and RSE sessions, we are ensuring we uphold this.

Policy Consultation

The Relationships and RSE Policy was developed in consultation with staff, governors and parents. The following process was followed:

- PSHE leads from across the trust discussed the content of sessions from Years 1-6, making sure that it was age appropriate, progressive and met the requirements of the DfE guidance.
- Content of sessions shared with Heads across IE Trust
- Content shared with Governor representatives from each of the IE Trust schools
- Parents from each school consulted via online questionnaire

This policy should be read in conjunction with:

- Anti-bullying Policy
- Child Protection Policy
- Behaviour Policy
- Health and Safety Policy
- E-Safety Policy

Entitlement and Equality of Opportunity

All pupils, regardless of their developing sexuality, are entitled to an RSE curriculum that is relevant to their age group and sensitive to their needs. Teachers should be aware that for some children the RSE they receive at school will be the main, and sometimes only, source of sex education, particularly for children from some communities.

The Sex Education elements of the National Curriculum Science Order are mandatory for all pupils of primary and secondary school age. These cover anatomy, puberty and the biological aspects of sexual reproduction. It must focus on preparing boys and girls for the changes that adolescence brings and teach children how a baby is conceived and born.

Other elements of Personal, Social, Health and Economic education (PSHE), including RSE, are non-statutory, but ensure pupils explore the skills, values and attitudes that are essential to lead a positive and healthy lifestyle.

Within the context of healthy mutual relationships, it seeks to encourage respect for self, respect for others and a responsibility for one's own actions.

Special Educational Needs and Learning Difficulties

The school will ensure that pupils with special educational needs (SEN) receive relationships and sex education.

Sex and Relationship Education will help all pupils to understand their physical and emotional development and enable them to make positive decisions in their lives.

Some parents of children with SEN may find it difficult to accept their children's developing sexuality. Some pupils will be more confused about what is acceptable public behaviour. These children will be given more help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable. We would deliver this as additional 1-1 support through the use of our pastoral learning team.

Teachers may need to be more explicit and plan work in different ways in order to meet the individual needs of children with SEN or learning difficulties. The school will take care not to marginalise relationship and sex education.

Staff Training

Teachers are provided with training as required to support their delivery of RSE and extend their confidence in doing so. Training needs are identified for individual staff through the appraisal system. The personal attitudes and beliefs of teachers will not influence their delivery of the RSE curriculum within the PSHE education framework. Staff who attend training are given time at a staff meeting or INSET to disseminate learning.

Desired Outcomes

RSE will be taught to children through the delivery of PSHE sessions. The statutory sessions of RSE focuses (Appendix 1) on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Our curriculum will deliver sessions that ensures:

- Children are well prepared for puberty and the physical and emotional changes associated, and know how to seek support.
- Pupils demonstrate openness and confidence in talking, listening and thinking (with adults and each other) about the human body, sexuality, feelings and relationships with developed emotional intelligence and empathy.
- Children know what sex is, that it happens in a loving relationship and that it's how babies are made.
- Children become more assertive in situations where they feel behaviour towards them or others makes them feel uncomfortable, knowing better what is and isn't appropriate.
- Pupils feel better prepared for the opportunities, responsibilities and experiences of adult life.
- Children develop positive values and a moral framework to guide their decisions, judgements and behaviour.
- Children know and respect that families may be different to their own and respect those in same sex relationships.
- Children are confident about their own bodies recognising that the media's portrayal of the perfect body is not realistic.
- Children feel comfortable in their own skin, knowing that they don't have to conform to gender, or other, stereotypes.
- Children have the skills to avoid being pressured into risk-taking behaviours.
- Children have an understanding of how the law applies to sexual relationships

Further details about each session can be found in appendices 2 and 3.

Specific Issues Statement

Child Abuse and Protection Procedures

The Safeguarding Children Procedures as laid down by the LA are followed. All referrals, whatever their origin, are taken seriously and considered with an open mind, which does not pre-judge the situation. The procedures adopted within the LA for handling cases of neglect, physical, emotional or sexual abuse and failure to thrive, are based on the principle that the interest and welfare of the child are of paramount importance.

Confidentiality and Handling Disclosures

Teachers, pupils and parents should be aware of the boundaries regarding confidentiality within the curriculum. Pupils must be made aware that confidentiality cannot be guaranteed and that they will be informed of all actions relating to their disclosure.

Health professionals are bound by their own codes of conduct to maintain confidentiality. When working within a classroom they are also bound by the school's policies.

Teachers cannot offer or guarantee absolute confidentiality, but should ensure pupils are informed of sources of confidential help, e.g. school nurse, counsellor, GP, advice services. If a pupil discloses information which is sensitive, and which the pupil asks not to be passed on, the request will be respected unless this is unavoidable, in order for the teacher to fulfil their professional responsibilities. Only in the most exceptional circumstances will information be handled without parental knowledge. Where younger pupils are involved this will be grounds for serious concern and child protection issues should be addressed.

See the school's Safeguarding/ Child Protection Policy for further details.

Partnerships

The school liaises closely with parents to reassure them of the content of the RSE programme, the context within which it is taught, and to support them in their teaching of SRE ensuring they feel confident engaging in discussions about the subject with their children.

The school will help support parents in:

- Helping their children learn the scientific names of the body parts;
- Talking with their children about feelings and relationships;
- Answering questions about growing up, having babies, feeling sexual attraction, sex, contraception, relationships and sexual health.

The school will also consult parents regularly on the content of the Sex and Relationships Education programme and invite parents to view SRE resources. The school will ensure that

parents are informed of their legal right to remove their child from SRE sessions if they wish.

Other agencies supporting the school's SRE curriculum are: Education professionals, health professionals and the school nurse team, all of which are aware of this policy, the SRE programme and work in-line with it. Outside visitors work within the framework outlined in the school's 'Using outside visitors in school' policy

Positive Climate for Learning

Our Learning Charter

Teachers develop a set of ground rules to create a safe environment in which no-one feels embarrassed or anxious about unintended or unexpected questions or comments from pupils.

As a school we have agreed that:

- No-one will have to answer a personal question;
- No-one will be forced to take part in a discussion;
- Only the biological names for body parts will be used;
- Meanings of words will be explained in a sensible and factual way.

Teachers will avoid embarrassment and protect pupils' privacy by always depersonalising discussions.

Dealing with Questions

Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting.

Below are guidelines the school encourages:

- If a question is too personal, the teacher will remind the pupil of our learning charter. If the pupil needs further support, the teacher can refer her or him to the appropriate person, such as the pastoral team, school nurse, helpline, or an outside agency or service;
- If a teacher doesn't know the answer to a question, the teacher will acknowledge this, and suggest that the pupil or teacher or both together research the question
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher will acknowledge it and promise to talk to the child about it on an individual basis. To maintain trust and respect the teacher must remember to talk with the pupil at the first opportunity and if concerned that a pupil is at risk of sexual abuse, they will follow the school's child protection procedures.
- If a question feels too old for a pupil and the teacher feels that parental consent needs to be gained then a phrase like "That's a great question. I'll have a think about what is the best way to answer that and get back to you tomorrow," can be used, with the parent consulted in the meantime.

- Children will be enabled to write anonymous questions to put in their class worry box in order to avoid embarrassment and ensure this part of their learning is as open as possible.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, or one which is beyond the year group objectives, provision will be made to meet the individual child's needs.

Learning and Teaching

Planning and Assessment

Planning for Sex and Relationships Education is a whole school responsibility in order to ensure that the provision for pupils' needs is met and the way in which the modes of delivery are combined are appropriate to the school curriculum policy.

The school has elected to teach the 'PANTS' programme created by the NSPCC, and this forms the structure and ideas for individual lessons for children's learning from Years 1 to 6. In the EYFS children will learn about relationships, themselves and different parts of their bodies using the correct terminology. In addition, Years 5 and 6 children will complete the 'NCFE Impact Programme' (Social Skills in a Digital World). As with all other learning, teachers will teach children in line with the next most appropriate stage in their development and in the style that they know is most conducive. We will provide parents with an overview to this resource prior to their children completing the individual modules.

Assessment for Learning should also be an integral part of lessons, using a range of techniques, again outlined in the Teaching and Learning policy, to ensure children are being taught from their own individual starting points and receiving feedback on their progress. Progress is recorded so that the teachers in following year groups know which lessons to teach.

PSHE, the 'Changing Me' Programme and the 'PANTS' Programme

Our PSHE curriculum, based on 'Jigsaw' ensures children learn about relationships and how to manage themselves in a range of situations to keep themselves safe.

From Reception, children will be taught how to recognise when they feel anxious and what to do about that. They will be encouraged to develop a network of people they trust and can talk to about any problem 'big or small'. Through this aspect of our PSHE curriculum, children learn about the parts of the body and what is appropriate and inappropriate touching.

Where the opportunity arises, learning from the 'PANTS' programme will be reinforced across the curriculum.

In order to keep children safe from any inappropriate sexual behaviour and abuse we use the NSPCC recommended programme 'PANTS (Appendix 4)'. This will be delivered to Years 1 to 6 alongside the 'Changing Me' unit of the Jigsaw Programme.

EYFS - Children will access this programme on a 1-1 if a need is identified by the Pastoral Lead.

Years 1 to 6:

- The underwear rule
- Your body belongs to you
- Good and bad touch
- People you can trust

Childline and NSPCC Assemblies will to be delivered to children through differentiated assemblies.

Use of Visitors in Teaching and Learning

We acknowledge the valuable support the school nurse and other health professionals may offer to enhance the Relationships and Sex Education programme. We must emphasise, however, that all visitors are used in addition to, not instead of, a planned programme of Sex Education.

Roles and responsibilities

It is the responsibility of the Governing Body under the guidance of the Headteacher to ensure that staff and parents are informed of the Relationships Education and Relationships and Sex Education Policy.

The headteacher 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.

Class teachers 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.

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

Parents cannot remove their children from relationships education however they have the right to withdraw their children from those aspects of RSE which are non-statutory and not related to the science curriculum. When this is the case children will work in a different class during these sessions. However the school cannot prevent them hearing about the learning from their peers and cannot be responsible for any misconceptions that may arise from this.

The PSHE subject leader will have overall responsibility for the provision of the programme and will monitor its implementation recommending any necessary changes to governors as appropriate.

Parents will receive prior notification of the RSE Programme to enable them to discuss issues with staff or their own children.

Materials used in the RSE Programme will be available to parents on request.

Every child is entitled to receive RSE. It is our intention all children have the opportunity to experience a programme of RSE at a level that is appropriate for their age and physical development with differentiated provision if required.

Date of approval:

Signature:

Signature:

Renewal Date:

This policy will be reviewed on a three-year rolling programme or in light of any new legislation or guidance

Appendix 1: Relationships Education and Relationships and Sex Education Guidance DFE 2020

By the end of primary school pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families and people who care about 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 • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
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

TOPIC	PUPILS SHOULD KNOW
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) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 2: Relationships and Relationships and Sex Education within our PSHE Curriculum

Within the Inspire Education Trust we teach SRE through our scheme of work for PSHE, called Jigsaw. This scheme has been quality assured by the PSHE association as meeting the requirements set out in the governments 'Sex and Relationship Education Guidance'. The scheme runs across all year groups from Reception to Year 6 and covers all aspects of personal, social, moral and spiritual education divided in to six themes:

- Being me in my world
- Celebrating difference
- Dreams and goals
- Healthy me
- Relationships
- Changing me (and NSPCC 'PANTS')
- Sex and relationships education is taught through the 'Changing Me' theme in the Summer Term.

Foundation

- Children learn about the concept of male and female and about young animals, this learning links to their trip to a farm and learning about farm animals.

Year 1

Children in year 1 begin to understand the life cycles of animals and humans. They discuss the different ways that they have changed since they were a baby including the different ways their body has changed. The children learn the biological names for all body parts including penis, vagina and testicles. They also talk about the names different families also have for these body parts. They are taught that each time they learn something new they are changing a little bit.

Year 2

In Year 2 children build on their learning from year 1 by matching the correct body parts to a boy and a girl. They discuss the function of clothing to keep us warm, to look nice and to keep our private parts private. The children learn about the natural process of growing from young to old and learn that this cannot be controlled. They recognise how their body has changed since they were babies.

Year 3

In Year 3 children learn that in animals, including humans, it is usually the female that has a baby. They begin to understand how babies grow in the mother's uterus and once born, what a baby needs to live and grow.

Children are introduced to the word 'puberty' as the process of a child's body growing into an adult's body. Using biological terminology the children begin to learn about the changes that happen to the body during puberty, both outside and inside and why these changes are necessary so that their bodies can make babies when they grow up.

They start to recognise stereotypical ideas they might have about parenting and family roles.

Year 4

Children in Year 4 learn that babies are made from the joining of an egg and sperm and that because of this some of their personal characteristics come from each parent.

They learn the correct biological names for the internal and external parts of male and female bodies that are necessary for making a baby and that a sperm meets an egg during 'a specially close and loving embrace'.

All children learn how girls' bodies change in order for her to be able to have babies as an adult and that menstruation (having periods) is a natural part of this.

They can identify changes that have been and may continue to be out of their control that they have learned to accept.

Year 5

In Year 5 children learn the concept of 'self-image' and how they see themselves may differ from how they are perceived by others.

Children continue to learn about how boys' and girls' bodies change during puberty and discuss how they might feel about this. They learn that being attracted to others is a natural part of growing up. The meanings of terms such as 'gay' are clarified as they arise.

The children learn that babies are usually made during sexual intercourse but sometimes people need IVF to help them have a baby.

Children learn that having a baby is a choice that is made by responsible adults and discuss different situations and scenarios represented in the world around them e.g. same sex parents. Contraception is discussed.

Children identify what they are looking forward to about being a teenager and begin to understand that growing up brings growing responsibilities. Children are made aware that the age of consent for sexual intercourse is 16.

Year 6

Children in Year 6 discuss their own self-image and learn how to develop their self-esteem. They talk about how celebrities are represented in magazines and how these images are 'airbrushed' and are not realistic representations.

The children use their knowledge to answer questions and give advice to their peers about worries and concerns they have about getting older. They continue to learn about the importance of looking after themselves physically and emotionally. More advanced terminology is explained to the children as it arises.

In Year 6, children will describe how a baby develops from conception, through the nine months of pregnancy, and how it is born.

They discuss how being physically attracted to someone changes the nature of relationships.

As they near the end of the theme the children reflect on their experiences of primary school and discuss their worries about transition to secondary school.

The class teacher will teach SRE. A range of teaching methods are used which include use of video, discussion, games and practical activities. Sex and relationship education is usually delivered in mixed gender groups. However, on occasions where it is more appropriate they will be taught in single gender groups.

Resources to teach sex and relationship education include fiction, reference books, extracts from videos, diagrams and case studies. All resources are provided along with the 'Jigsaw' scheme of work to complement the activities that are suggested.

We have also included content from the 'No Outsiders In Our School' programme of study which teaches children about the Equality Act (2010) in primary schools. These sessions cover Relationships Education and teach children that it is against the law to discriminate against anyone because of:

- age
- disability
- gender reassignment
- marriage or civil partnership
- pregnancy or maternity
- race
- religion or belief
- sex
- sexual orientation

All sessions covered link to an age appropriate fictional story and will be discussed within the child's class.

Appendix 3: Jigsaw - Changing Me content

The grid below shows specific learning intentions for each year group in the '**Changing Me' Puzzle** to be taught in Summer 2. These specific lessons sit within the whole Puzzle (6 lessons), which looks at change, and coping with change in lots of contexts, so changes as we grow up and enter puberty are seen as one sort of change that we can all cope with.

Year Group	Piece Name	Learning Intentions 'Pupils will be able to...'
1	Boys' and Girls' Bodies	identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina
2	Boys' and Girls' Bodies	recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private tell you what I like/don't like about being a boy/girl
3	How Babies Grow	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 express how I feel when I see babies or baby animals
	Babies	understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow express how I might feel if I had a new baby in my family
	Outside Body Changes	understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies identify how boys' and girls' bodies change on the outside during this growing up process recognise how I feel about these changes happening to me and know how to cope with those feelings

	Inside Body Changes	<p>identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up</p> <p>recognise how I feel about these changes happening to me and how to cope with these feelings</p>
4	Having a Baby	<p>correctly label the internal and external parts of male and female bodies that are necessary for making a baby</p> <p>understand that having a baby is a personal choice and express how I feel about having children when I am an adult</p>
	Girls and Puberty	<p>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</p>
		<p>know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty</p>
5	Piece 2 Puberty for Girls	<p>explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally</p>
	Piece 3 Puberty for Boys and Girls	<p>describe how boys' and girls' bodies change during puberty</p> <p>express how I feel about the changes that will happen to me</p>
	Piece 4 Conception	<p>understand that sexual intercourse can lead to conception and that is how babies are usually made</p>
6	Piece 2 Puberty	<p>explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally</p>
	Piece 3 Girl Talk/Boy Talk	<p>ask the questions I need answered about changes during puberty</p> <p>reflect on how I feel about asking the questions and about the answers I receive</p>

<p>Piece 4 Babies - Conception to Birth</p>	<p>describe how a baby develops from conception through the nine months of pregnancy, and how it is born</p> <p>recognise how I feel when I reflect on the development and birth of a baby</p>
<p>Piece 5 Attraction</p>	<p>understand how being physically attracted to someone changes the nature of the relationship</p> <p>express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this</p>



Appendix 4: PANTS programme NSPCC

TALK PANTS AND YOU'VE GOT IT COVERED!

P RIVATES ARE PRIVATE
Parts of your body covered by underwear are private. No one should ask to see, or touch them. Sometimes doctors, nurses or family members might have to. But they should always explain why, and ask if it's OK first. No one should ask you to touch or look at parts of their body that are covered by underwear.

A LWAYS REMEMBER YOUR BODY BELONGS TO YOU
It's your body, no one else's. No one should make you do things that make you feel embarrassed or uncomfortable. If anyone tries, tell an adult you trust.

N O MEANS NO
You have the right to say 'no' – even to a family member or someone you love. Remember, you're in control of your body and your feelings are important.

T ALK ABOUT SECRETS THAT UPSET YOU
Secrets shouldn't make you feel upset or worried. If they do, tell an adult you trust. You will never get into trouble for sharing a secret that upsets you.

S PEAK UP, SOMEONE CAN HELP
Talk about stuff that makes you worried or upset. An adult you trust will listen, and be able to help. It doesn't have to be a family member. It can be a teacher or a friend's parent – or even ChildLine.

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

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

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

RSE Addendum

RSE 2021

As pupils missed SE (sex education) in 2020 due to COVID-19 the year group overviews have been amended to accommodate for learning experiences lost in the previous year for teaching that will take place in the Summer Term 2021.

Year 1

SRE-Summer term 2 2021

<u>Timeframe</u>	<u>SRE Lessons</u>	<u>Learning Objective</u>	<u>Resources</u>
Week 1 W/C: 7 th June	Piece 6-Coping with Changes (Transition)	LO: To identify changes that have happened and how to deal with change	'Calm Me' script-pg 57 Book: 'Moving Molly' by Shirley Hughes Bag of items for changes game (baby's nappy or toy, a school jumper, a cat or dog collar) Reflections Sheet
Week 2 W/C: 14 th June	Piece 1-Life Cycles	LO: To understand different lifecycles	Find your pair cards-pg 28-29 'Calm Me' script-pg 27 BBC Learning Clip: 9463 Frogs Teacher's photos: series of photos from baby to adult Life cycle cards-pg 30 Reflections Sheet
Week 3 W/C: 21 st June	Piece 2-Changing Me	LO: To understand changes that might happen and how to deal with them	'Calm Me' script-pg 33 Life cycle cards-pg 36 Reflections Sheet Children will need to be asked to bring in a photo of themselves for next Piece. Be sensitive to the needs of any child who may not have a photo to bring.

			It would be beneficial if the teacher could also bring a photo of herself as a baby.
Week 4 W/C: 28 th June	Piece 3-My Changing Body	LO: To identify changes to my body and understand that everybody changes at different times	'Calm Me' script-pg 39 Baby photo of the Teacher Baby photos brought in by the children Reflections Sheet
Week 5 W/C: 5 th July	Piece 4-Boys' and Girls' Bodies	LO: To identify that girls and boys bodies are different and know that some parts are private	'Calm Me' script-pg 43 Male/female animal powerpoint PE hoops or flipchart paper Body parts cards-pg 46 Reflection Sheet
Week 6 W/C: 12 th July	Piece 5-Learning and Growing	LO: To understand that when I learn something new I change a little bit	'Calm Me' script-pg 51 Picture cards-pg 52 Flower shape and petals for flipchart Photos of the children to stick in the middle of the flower on reflection sheet Reflections Sheet
Week 7 W/C: 19 th July (3 days)	E-Safety-Sending e-mails and messages	LO: To understand the risks of sending emails and messages	

Year 2

SRE-Summer term 2 2021

<u>Timeframe</u>	<u>SRE Lessons</u>	<u>Learning Objective</u>	<u>Resources</u>
Week 1 W/C: 7 th June	Piece 6 - Looking ahead - link to transition day	LO: To describe my feelings	'Calm Me' script-pg 55 Two visiting Year 3 pupils (consult risk assessment at the time to see if this can be carried out) Card leaf templates-pg 56 Reflection Sheet
Week 2 W/C: 14 th June	Piece 1 - Life cycles in nature	LO: To recognise different life cycles	Find your pair cards-pg 28-29 'Calm Me' script-pg 27 BBC Learning clip: 2250 An introduction to life cycles Reflection Sheet Ask the children to bring in two photos of an older person in their family (e.g. a grandparent) when they were young and as they are now
Week 3 W/C: 21 st June	Piece 2 - Growing from young to old	LO: To understand that people change throughout their life	'Calm Me' script-pg 33 PowerPoint - young to old Book: 'My Grandpa is Amazing' by Nick Butterworth Photos from home of a grandparent as a child and now Card leaf templates A4 size - one per child-pg 35 Reflection Sheet
Week 4 W/C: 28 th June	Piece 3 - The Changing Me	LO: To understand the different stages of a human life	'Calm Me' script-pg 39 Book: 'Titch' by Pat Hutchins Timeline labels: pg 40

			<p>A box or bag of collected items to represent different stages of growing up</p> <p>Baby - rattle, dummy, feeding bottle; Toddler - building bricks, plastic bowl/mug, tiny shoes; Child - reading book, pencil & paper, Lego/construction toy; Teenager - cycle helmet, iPod, computer game, make-up; Adult - car keys, credit card, passport, DIY tools.</p> <p>Timeline template-pg 41</p> <p>Reflection Sheet</p>
<p>Week 5 W/C: 5th July</p>	<p>Piece 4 - Boys and girls bodies</p>	<p>LO: To identify that boys and girls bodies are different</p>	<p>'Calm Me' script-pg 45</p> <p>Flipchart paper</p> <p>Body parts cards-pg 46</p> <p>Body parts PowerPoint</p> <p>A bag or laundry-type basket containing a collection of girls' and boys' clothes including underwear and swim suits</p> <p>Reflection Sheet</p>
<p>Week 6 W/C: 12th July</p>	<p>Piece 5 - Assertiveness</p>	<p>LO: To understand there are different types of touch and be able to say which ones I like and don't like</p>	<p>'Calm Me' script-pg 51</p> <p>Feely bag 1 (containing e.g. pebble, sandpaper, Playdoh, fur, velvet, pine cone, plastic dinosaur toy and any other suitable objects)</p> <p>Feely bag 2 (containing soft material like velvet, satin or silk) Teddy bear</p> <p>Poem: 'What About You?' -pg 52</p> <p>Alternative book: 'Hug' by Jez Alborough</p>
<p>Week 7 W/C: 19th July (3 days)</p>	<p>E-Safety session 3</p>	<p>LO: To understand the risks of using the internet</p>	

Year 3

SRE-Summer term 2 2021

<u>Timeframe</u>	<u>SRE Lessons</u>	<u>Learning Objective</u>	<u>Resources</u>
Week 1 W/C: 7 th June	Piece 6 - Looking Ahead	LO: To talk about what I am looking forward to in Year 4 and any changes I would like to make	'Calm Me' script-pg 67 Two visiting Year 4 Pupils (consult risk assessment at the time to see if this can be carried out) Ribbon Mobiles-pg 68 Different coloured paper strips Reflection Sheet
Week 2 W/C: 14 th June	Year 2-Piece 3-Changing Me	LO: To understand the different stages of a human life	'Calm Me' script-pg 39 Book: 'Titch' by Pat Hutchins Timeline labels: pg 40 A box or bag of collected items to represent different stages of growing up Baby - rattle, dummy, feeding bottle; Toddler - building bricks, plastic bowl/mug, tiny shoes; Child reading book, pencil & paper, Lego/construction toy; Teenager - cycle helmet, iPod, computer game, make-up; Adult - car keys, credit card, passport, DIY tools. Timeline template-pg 41 Reflection Sheet
Week 3 W/C: 21 st June	Year 2-Piece 4 Boys and girls bodies	LO: To identify that boys and girls bodies are different	'Calm Me' script-pg 45 Flipchart paper Body parts cards-pg 46 Body parts PowerPoint A bag or laundry-type basket containing a collection of girls' and boys' clothes including

			underwear and swim suits Reflection Sheet
Week 4 W/C: 28 th June	Piece 1 - How Babies Grow	LO: To understand how animals and humans change from when they are babies and talk about how babies make me feel	'Calm Me' script-pg 26 Baby/mother pair cards-pg 27-30 Visiting mum and baby (if possible) OR new baby pet pictures OR book: 'My New Baby' by Anne Kubler Reflection Sheet
Week 5 W/C: 5 th July	Piece 2 - Babies	LO: To understand what babies need in order to survive and grow	'Calm Me' script-pg 33 Baby PowerPoint slide Post-it notes Flipchart paper Baby growing PowerPoint Book: 'My Baby Sister' by Emma Chichester Clark Magazines/catalogues showing things for babies Reflection Sheet
Week 6 W/C: 12 th July	Piece 3 - Outside Body Changes Piece 4 - Inside Body Changes	LO: To talk about the changes that turn me from a child into an adult and the difference between boys and girls LO: To talk about the changes that happen to boys and girls bodies on the inside as we grow up	Outside Body Changes 'Calm Me' script-pg 41 Outline figure of a body on large flipchart paper Set of Body Change Cards -pg 42 PowerPoint slides: Body Changes 'My Life, My Changes' Sheet-pg 44 Reflection Sheet Inside body changes Parent/Child cards-pg 49-52

			<p>'Calm Me' script-pg 48</p> <p>PowerPoint slides: Body Changes from Piece 3</p> <p>PowerPoint slides: Changes on the inside</p> <p>Animations: Male and Female Reproductive Systems</p> <p>'The Great Growing Up Adventure' sheet-pg 57</p> <p>Private Post Box, for comments and questions</p>
<p>Week 7 W/C: 19th July (3 days)</p>	<p>Piece 5 - Family Stereotypes</p>	<p>LO: To understand what stereotypical means and how my ideas can be challenged</p>	<p>Charades cards</p> <p>'Calm Me' script-pg 61</p> <p>Task card resource Sheet -pg 62-63</p> <p>Flipchart paper OR plain pillow cases</p> <p>Fabric pens/paints OR marker pens/paint</p> <p>Reflection Sheet</p>

Year 4

SRE-Summer term 2 2021

<u>Timeframe</u>	<u>SRE Lessons</u>	<u>Learning Objective</u>	<u>Resources</u>
Week 1 W/C: 7 th June	Piece 6 - Looking Ahead	LO: To talk about what I am looking forward in Year 5 and the changes I would like to make	'Calm Me' script-pg 61 Two visiting Year 5 Pupils (consult risk assessment at the time to see if this can be carried out) Circle of Change Template-pg 62 Reflection Sheet
Week 2 W/C: 14 th June	Piece 1 - Unique Me	LO: To identify characteristics which are unique to me and ones which have been passed on by my parents	'Calm Me' script-pg 27 Cat and kitten cards-pg 28-29 Photo of teacher with parents 'My Parents and Me' Puzzle templates-pg 30 Reflection Sheet NB: Be mindful of children in your class who are fostered, adopted or who may not know information about their birth parents. In that instance, talk to them before the lesson so that they are prepared and can participate as and how they feel able. You will need to make kitten cards, enough for every child, and to write the letter identifying the kitten's mother on the back of each one.
Week 3 W/C: 21 st June	Piece 2 - Having a Baby Incorporate 'Babies' (Year 3-Piece 2) to show children development of the baby in the womb (Open my mind/Tell Me or Show Me)	LO: To label the parts of the body needed to make a baby and talk about why people choose to have a baby	Baby PowerPoint slide Post-it notes Flipchart paper Baby growing PowerPoint Making Things cards-pg 35 'Calm Me' script-pg 34

			<p>Sheets of flipchart paper prepared with questions written at the top</p> <p>Flashcard pictures of sperm and egg-pg 36</p> <p>PowerPoint slides -Changes on the inside</p> <p>Animation: The Female Reproductive System</p> <p>Printed copies of PowerPoint slides-pg 37-38</p> <p>Reflection Sheet</p>
<p>Week 4 W/C: 28th June</p>	<p>Year 3-Piece 3 - Outside Body Changes</p>	<p>LO: To talk about the changes that turn me from a child into an adult and the difference between boys and girls</p>	<p>'Calm Me' script-pg 41</p> <p>Outline figure of a body on large flipchart paper</p> <p>Set of Body Change Cards -pg 42</p> <p>PowerPoint slides: Body Changes</p> <p>'My Life, My Changes' Sheet-pg 44</p> <p>Reflection Sheet</p>
<p>Week 5 W/C: 5th July</p>	<p>Year 3-Piece 4 - Inside Body Changes</p>	<p>LO: To talk about the changes that happen to boys and girls bodies on the inside as we grow up</p>	<p>Parent/Child cards-pg 49-52</p> <p>'Calm Me' script-pg 48</p> <p>PowerPoint slides: Body Changes from Piece 3</p> <p>PowerPoint slides: Changes on the inside</p> <p>Animations: Male and Female Reproductive Systems</p> <p>'The Great Growing Up Adventure' sheet-pg 57</p> <p>Private Post Box, for comments and questions</p>
<p>Week 6</p>	<p>Piece 3 - Girls and</p>	<p>LO: To understand what puberty is and the changes that occur</p>	<p>Girls and Boys</p>

<p>W/C: 12th July</p>	<p>Puberty</p> <p>Piece 4 - Circles of change</p>	<p>LO: To understand how the circle of change works and how to make a change in my own life</p>	<p>'How do I feel about puberty?' cards-pg 42</p> <p>'Calm Me' script-pg 41</p> <p>A 'bag of tricks' - a mystery bag containing a collection of items relating to puberty and growing up, for a lucky dip activity</p> <p>deodorant, spot cream, hair gel, comb, diary, teenage magazine, mobile phone, iPod, bra, shaving foam, sanitary towel, tampon, pant liner, etc.</p> <p>Animation: The Female Reproductive System</p> <p>PowerPoint slide of internal female organs</p> <p>Sets of Menstruation Cards-pg 44</p> <p>Jigsaw Journals Circles of Change 'Calm Me' script-pg 47</p> <p>Season tree pictures-pg 48</p> <p>Book: 'Moving House' by Anna Civardi and Stephen Cartwright</p> <p>Circle of Change diagram/template-pg 49</p> <p>Split pins</p> <p>Cardboard arrows</p> <p>Reflection Sheet</p>
<p>Week 7 W/C: 19th July (3 days)</p>	<p>Piece 5 - Accepting Change</p>	<p>LO: To understand that there are changes I can and can't control and to express my feelings towards change appropriately</p>	<p>Emotions cards-pg 53-54</p> <p>Change Scenario cards -pg 55</p> <p>'Calm Me' script-pg 56</p> <p>Season tree pictures-pg 57 Jigsaw Journals</p>

Year 5

SRE-Summer term 2 2021

<u>Timeframe</u>	<u>SRE Lessons</u>	<u>Learning Objective</u>	<u>Resources</u>
Week 1 W/C: 7 th June	Piece 6 - Looking ahead (transitional session) prior to 'transition day' invite Y6 to participate	LO: To identify changes for the next academic year	Six visiting Year 6 Pupils (consult risk assessment at the time to see if this can be carried out) 'Calm Me' script-pg 71 Spinning top template*pg 72 Circle of Change Template -pg 73 Reflection Sheet Pot of bubbles
Week 2 W/C: 14 th June	Piece 1 - Self and body image	LO: To know how to develop my self esteem	Ball 'Calm Me' script-pg 27 Self-image cards-pg 29-30/32 Airbrushed image-pg 31 PowerPoint slide-airbrushed image Self-image picture frame card template-pg 33 Refection Sheet
Week 3 W/C: 21 st June	Year 4-Piece 2 - Having a Baby	LO: To label the parts of the body needed to make a baby and talk about why people choose to have a baby	Making Things cards-pg 35 'Calm Me' script-pg 34 Sheets of flipchart paper prepared with questions written at the top Flashcard pictures of sperm and egg-pg 36 PowerPoint slides -Changes on the inside

			<p>Animation: The Female Reproductive System</p> <p>Printed copies of PowerPoint slides-pg 37-38</p> <p>Reflection Sheet</p>
<p>Week 4 W/C: 28th June</p>	<p>Piece 2 - Puberty for Girls *These sessions need to be split into different genders and preferably taught by male/female staff must have an established relationship with children. Teaching & Learning-Connect Us-Use Year 4-Piece 2-Connect us instead)</p>	<p>LO: To describe how our bodies change during puberty</p>	<p>Making Things cards-pg 35 (Year 4)</p> <p>'Calm Me' script-pg 38</p> <p>PowerPoint slides of male and female bodies</p> <p>Animation: The Female Reproductive System</p> <p>Menstruation Card Match-pg 41</p> <p>A range of sanitary products</p> <p>The Great Growing up Adventure resource Sheet -pg 42</p> <p>A pot of coloured liquid</p> <p>Menstruation Worries cards - one for each working group -pg 43</p> <p>If available: some examples of published information leaflets about puberty</p> <p>Private Post Box</p> <p>Reflection Sheet</p>
<p>Week 5 W/C: 5th July</p>	<p>Piece 3 - Puberty for Boys * As above</p>	<p>LO: To describe how our bodies change during puberty</p>	<p>Tennis ball</p> <p>'Calm Me' script-pg 48</p> <p>Puberty: Points of View Statements-pg 49</p> <p>Agree and Disagree Labels -pg 50</p> <p>Animation: The Male Reproductive System</p>

			<p>PowerPoint slide: Male Organs</p> <p>Boys 'n' Puberty Quiz - either single sheets or cut up into sets of cards-pg 51</p> <p>Materials as necessary to produce a colourful information leaflet or PowerPoint presentation</p> <p>If available: some examples of published information leaflets about puberty</p> <p>Reflection Sheet</p>
<p>Week 6 W/C: 12th July</p>	<p>Piece 4 - Conception</p>	<p>LO: To understand how a baby is conceived</p>	<p>Relationships Cards one per pair-pg 57</p> <p>'Calm Me' script-pg 56</p> <p>Animations: The Female Reproductive System and The Male Reproductive System</p> <p>Having A Baby Diamond 9 cards-pg 58-60</p> <p>PowerPoint slides: A Baby in the Womb</p> <p>The Truth About Conception and Pregnancy card sort - statements, true/false cards, and explanation cards -pg 64</p>
<p>Week 7 W/C: 19th July (3 days)</p>	<p>Piece 5 - Looking ahead</p>	<p>LO: To identify what I am looking forward to as I grow into a teenager</p>	<p>'Calm Me' script-pg 67</p> <p>Birthday cake and Candles</p> <p>Selection of age 13 birthday cards</p> <p>Flip chart paper</p> <p>Reflection Sheet</p>

Year 6

SRE-Summer term 2 2021

<u>Timeframe</u>	<u>SRE Lessons</u>	<u>Learning Objective</u>	<u>Resources</u>
Week 1 W/C: 7 th June	Piece 1 - Self and body image	LO: To create awareness of body image and how I see myself	'Calm me' script-pg 27 PowerPoint of airbrushed image 'Real' self/'ideal' self-template-pg 29 Highlighter pens Reflection Sheet 3 bottles as props Self-esteem smoothie label examples-pg 30
Week 2 W/C: 14 th June	Year 5-Piece 2 - Puberty for Girls *These sessions need to be split into different genders and preferably taught by male/female staff must have an established relationship with children.	LO: To describe how our bodies change during puberty	'Calm Me' script-pg 38 PowerPoint slides of male and female bodies Animation: The Female Reproductive System Menstruation Card Match-pg 41 A range of sanitary products The Great Growing up Adventure resource Sheet -pg 42 A pot of coloured liquid Menstruation Worries cards - one for each working group -pg 43 If available: some examples of published information leaflets about puberty Private Post Box

			Reflection Sheet
Week 3 W/C: 21 st June	Year 5-Piece 3 - Puberty for Boys * As above	LO: To describe how our bodies change during puberty	Tennis ball 'Calm Me' script-pg 48 Puberty: Points of View Statements-pg 49 Agree and Disagree Labels -pg 50 Animation: The Male Reproductive System PowerPoint slide: Male Organs Boys 'n' Puberty Quiz - either single sheets or cut up into sets of cards-pg 51 Materials as necessary to produce a colourful information leaflet or PowerPoint presentation If available: some examples of published information leaflets about puberty Reflection Sheet
Week 4 W/C: 28 th June	Piece 2 - Puberty	LO: To understand the changes to our bodies in puberty	Growing-Up Bingo Cards-pg 34 'Calm Me' script-pg 33 Puberty Flashcards-pg 35-38 PowerPoint slides of male and female organs PowerPoint slides: female and male body changes Animation: Female and Male Reproductive Systems Puberty Truth or Myth cards, enough for each working group to have one complete set -pg 41-42

			<p>Blank paper</p> <p>Private Post Box</p> <p>Before the next Piece, you will need to type up these questions, so that the authors cannot be identified by handwriting, and sort them into sets of boy-related and girl-related questions; any that are not at all gender-specific could be duplicated and added to each set.</p>
<p>Week 5 W/C: 5th July</p>	<p>Piece 3- Girl Talk/Boy Talk (Taught in single, gender specific groups, preferably girls with a female member of staff and boys with a male member of staff)</p> <p>2 sessions this week with boys and girls alternating to cover both sexes</p>	<p>LO: I can ask the questions I need answered about changes during puberty</p>	<p>'Calm Me' script-pg 45</p> <p>Preferably two separate spaces for boys and girls to work separately</p> <p>The questions submitted by the children at the end of the previous Piece.</p> <p>Animations: Female and Male Reproductive Systems</p>
<p>Week 6 W/C: 12th July</p>	<p>Year 5-Piece 4 - Conception</p> <p>Piece 4 - Conception to Birth</p>	<p>LO: To understand how a baby is conceived</p> <p>LO: To understand the stages of conception to birth</p>	<p>Year 5-Piece 4-Conception Relationships Cards one per pair-pg 57</p> <p>'Calm Me' script-pg 56</p> <p>Animations: The Female Reproductive System and The Male Reproductive System</p> <p>Having A Baby Diamond 9 cards-pg 58-60</p> <p>PowerPoint slides: A Baby in the Womb</p> <p>The Truth About Conception and Pregnancy card sort - statements, true/false cards, and explanation cards -pg 64</p> <p>Piece 4-Conception to birth Tennis ball</p>

			<p>'Calm Me' script-pg 50</p> <p>PowerPoint slides of a baby developing in the womb</p> <p>A set of 'Baby Can...' cards, cut up and shuffled-pg 54-56</p> <p>Animations: Female and Male Reproductive Systems</p> <p>From Conception to Birth resource sheet-pg 57-58</p> <p>Conception to Birth card sort template-pg 59-60</p> <p>Reflection Sheet</p>
<p>Week 7 W/C: 19th July (3 days)</p>	<p>Piece 5-Attraction</p> <p>Piece 6 - Looking ahead (transitional session) prior to 'transition day'</p>	<p>LO: To understand how being physically attracted to someone changes the nature of the relationship</p> <p>LO: To identify changes for the next academic year</p>	<p>Piece 5-Attraction 'Calm Me' script-pg 63</p> <p>Photo cards: Holding hands -pg 64</p> <p>Powerpoint slids-Photo cards</p> <p>Reflection Sheet</p> <p>Piece 6-Looking Ahead 'Calm Me' script-pg 67</p> <p>PowerPoint slide - Bungee run</p> <p>Coloured card and pens</p> <p>Pots of bubbles</p> <p>Blank T-shirt</p> <p>Fabric pens</p>