



# St Mary's C of E Primary

**Name of Policy:** Religious Education Policy

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**Adopted following governor approval:** January 2025

**Review date:** October 2027

This school is committed to safeguarding and promoting the wellbeing of all children, and expects our staff and volunteers to share this commitment. Please report any safeguarding or child protection concerns to the designated teachers for Child Protection:

Mrs Benson, Mr Butterwick, Mr Feather & Miss Clayton

The Governors and Staff of St Mary's CE Primary School are committed to educating the children spiritually, academically, emotionally and physically within a distinctive Christian ethos.

***“Together we nurture and inspire so that everyone can flourish”***

“What shall we say the kingdom of God is like, or what parable shall we use to describe it? It is like a mustard seed, which is the smallest of all seeds on earth. Yet when planted, it grows and becomes the largest of all garden plants, with such big branches that the birds can perch in its shade.”

**The parable of the mustard seed. Mark 4:30-32**

Love, respect and moral understanding lie at the heart of the ethos of St Mary's Church of England Primary School. We see our learners as the future custodians of God's world. We aim to nurture and encourage happy individuals who are socially engaged and curious about life within and beyond their own community. We value and encourage difference and diversity. St Mary's is a nurturing, safe place for children to question, to learn to love and respect other people and to discover their place in the world. We have traditional values, rooted in the Christian faith, as well as global, 21<sup>st</sup> Century aspirations for all our pupils.

St Mary's is part of the Wharfe Valley Learning Partnership, a collaborative of schools in Wetherby and Boston Spa, where the vision for all children is to be respectful, globally aware and compassionate as well as ambitious, resilient and engaged in their learning.



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

## **1. Context – why RSE is important**

We are required to teach Relationships Education as part of our PSHE curriculum. Current regulations and guidance from the Department for Education (DfE) state that from September 2020, all schools must deliver Relationships Education. High quality Relationships Education and RSE help create a safe school community in which our pupils can grow, learn and develop positive, healthy behaviour for life.

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

- A coordinated and consistent approach to curriculum delivery has been adopted,
- The content of the RSE curriculum is flexible and responsive to pupils' differing needs e.g. through the use of pupil perception data such as the My Health My School Survey
- Children are receiving an entitlement curriculum for Relationships Education in line with DfE national statutory guidance and local guidance
- Children are receiving an entitlement curriculum for Sex Education in line with national and local guidance
- There are clearly identified learning objectives for all RSE activities and pupils' learning is assessed using both formative and summative approaches
- Opportunities for cross-curricular approaches are being used where appropriate
- Policy and practice is revised regularly and involves staff, governors, parents/carers and pupils
- Opportunities are provided for parents/carers and members of our community to consider the purpose and nature of our RSE, for example, through parent/carer information sessions/workshops
- A variety of methods are employed to communicate the key points of the policy and curriculum to the community e.g. through the school website

This policy document is freely available on request to the whole school community. A copy of the policy can be found on the school website. A physical copy of the policy is available from the school office.

## **2. Relationship to other policies**

This policy supports/complements the following policies:

- Anti-bullying
- Attendance (in particular in relation to FGM)
- Behaviour
- Child Protection/Safeguarding Children (including FGM)
- Confidentiality
- PHSE (including Drug Education)
- Equal Opportunities
- E-safety/IT
- Health & Safety
- Race Related Incidents
- Science
- SEN/Inclusion
- Teaching and Learning

- Visitors in School

Documents that inform the school's RSE Policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21<sup>st</sup> Century (2014)
- Children and Social Work Act (2017)
- DfE: Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019)
- Keeping children safe in education – statutory safeguarding guidance (2019)
- United Nations Convention on the Rights of the Child
- Valuing All God's Children (Church of England 2019)

### **3. Definition**

Relationships and Sex Education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

### **Sex and relationships education (SRE) for the 21st century (2014)**

#### **4. The principles of high quality RSE in our school**

##### **Relationships and Sex Education:**

- Is a partnership between home and school.
- Ensures pupils' views are actively sought to influence lesson planning and teaching · starts early and is relevant to pupils at each stage in their development and maturity · is taught by people who are trained and confident in talking about issues such as healthy and
- Unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent
- Includes the acquisition of knowledge, the development of life skills and respectful attitudes and values
- Has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services
- Helps pupils understand on and offline safety, consent, violence and exploitation.
- Is both medically and factually correct and treats sex as a normal and pleasurable fact of life.
- Is inclusive of difference: gender identity, sexual orientation, special educational needs and disability, ethnicity, culture, age, faith or belief, or other life experience.
- Uses active learning methods, and is rigorously planned, assessed and evaluated.
- Helps pupils understand a range of views and beliefs about relationships and sex in society which may differ to their own.

- Teaches pupils about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations.
- Promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs.

## 5. Overall school aims for RSE at St Mary's

Our approach to RSE consists of a comprehensive and developmental programme of teaching and learning, which is delivered in the context of a school where the health and wellbeing of pupils and the whole school community are actively promoted. Our RSE programme has a positive influence on the ethos, learning and relationships throughout the school. St Mary's being a, *'nurturing and safe place for children to question, to learn to love and respect other people'*, is central to our vision and to achieving our school's stated aims and objectives. Our RSE programme helps pupils to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future.

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

Attitudes and values ('Love, Respect and Moral Understanding'):

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

Personal and social skills:

- Learn to manage emotions and relationships confidently and sensitively.
- Develop self-respect and empathy for others.
- Learn to make choices based on an understanding of difference and with an absence of prejudice.
- Develop an appreciation of the consequences of choices made.
- Manage conflict.
- Learn how to recognise and avoid exploitation and abuse.

Knowledge and understanding:

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

In addition to this, we also aim to:

- Raise pupils' self-esteem and confidence.
- Develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media.
- Teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, gender identity, physical and mental abilities, backgrounds and values of those around them.
- Support pupils to lead a healthy and safe lifestyle, teaching them to care for, and respect, their bodies.
- Provide pupils with the right tools to enable them to seek information or support, should they need it.
- Teach pupils about consent and their right to say no, in an age appropriate manner.
- To teach lessons that are sensitive to a range of views, values and beliefs

- Ensure that staff teaching RSE remain neutral in their delivery whilst ensuring that pupils always have access to the learning they need to stay safe, healthy and understand their rights as individuals.

The aim of RSE is NOT to:

- Encourage pupils to become sexually active at a young age.
- Promote a particular sexual orientation or gender identity.
- Sexualise children.

## 6. The wider context of RSE

The school's RSE programme will:

- Be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.
- Be an entitlement for all pupils, including those with additional learning and language needs · be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness.
- Recognise that family is a broad concept; not just one model, e.g. nuclear family · encourage pupils and teachers to share and respect each other's views with cultural awareness and sensitivity.
- Ensure pupils are aware of different approaches to sexual orientation, without promotion of any particular family structure.
- Recognise that parents/carers are the key people in teaching their children about relationships, sex and growing up.
- Work in partnership with parents/carers and pupils, consulting them about the content of programme · work in partnership with other health professionals and the wider community.

RSE contributes to:

- A positive ethos and environment for learning.
- Understanding some of our Christian Values (eg friendship, trust, compassion, respect).
- Understanding a faith perspective on relationships whilst also encouraging balanced debate where appropriate.
- Safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school.
- A better understanding of diversity and inclusion, a reduction in gender-based and homophobic, biphobic, transphobic (HBT) prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships.
- Helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice.
- Reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying.

## 7. Key rights and responsibilities for Relationships and Sex Education

The policy applies to:

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

The Head Teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components

of RSE (see appendix 3)

<b>Specific responsibilities</b>	<b>Who – role?</b>
Co-ordinating the RSE provision, ensuring a spiral curriculum	PSHE Leader
Accessing and co-ordinating training and support for staff	PSHE Leader
Establishing and maintaining links with external agencies/other health professionals	PSHE Leader/Head Teacher
Policy development and review, including consultation and dissemination	PSHE Leader/Head Teacher
Implementation of the policy; monitoring and assessing its effectiveness in practice	PSHE Leader/Head Teacher
Link governor for RSE	Foundation Governor on Education Committee
Managing child protection/safe guarding issues	Head Teacher
Establishing and maintaining links with parents/carers	Head Teacher
Liaising with link schools to ensure a smooth transition	Head Teacher
Liaising with the media	Head Teacher

## 8. Language

Pupils will be taught the anatomical terms for body parts. Slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use. This will be shared with parents/carers before it is delivered in class through a letter from the class teacher. However, we might need to use the terms at other times, such as when dealing with incidents of misuse or disrespectful language.

We will consider how pupils who are new to English will be supported in accessing and understanding the language used in RSE lessons.

### Agreed list of vocabulary used in school:

<b>Vocabulary:</b>	<b>Year taught:</b>
Head, neck, arms, elbow, knees, legs, face, ears, eyes, hair, mouth	<b>1</b>
Egg, baby, toddler, child, teenager, adult, pregnant, pregnancy, birth, family, marriage	<b>2</b>
Emotion, hygiene, feelings, mature, immature	<b>3</b>
Puberty, love, relationship, caring, loving, pubic hair, hormones	<b>4</b>
Conception, ovary, ovum, womb, uterus, menstruation, period, puberty, sebum, breasts, genitalia, discharge, egg, penis, vagina, ovary, testicles, testes, lining, blood, spotting, cramps, menstrual flow, menstrual products, pads, sanitary towels, tampons, period pain, larynx	<b>5</b>

(Adam's apple), enlargement, voice breaking, sperm.	
Puberty, conception, ovum, cells, love, relationship, caring, loving, erection, wet dream, foetus, support, consent, sexual, reproduction, fallopian tube, cervix, oestrogen, foreskin, circumcised, scrotum, epididymis, sperm ducts, prostate gland, urethra, ejaculation, testosterone, erect, sexual intercourse, penetration, make love, zygote, embryo, umbilical cord, amniotic fluid, placenta, amniotic sac, contractions, safe sex, heterosexual, gay, homosexual, transgender, lesbian, homophobic, bisexual, transphobic, biphobic, biphobia, LGBTQ+.	<b>6</b>

## Respectful Language

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

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

## 9. Answering questions

We acknowledge that potentially sensitive or controversial issues will arise as pupils will naturally share information and ask questions. 'They will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what's set of for Relationships Education. We also acknowledge that children of the same age may be developmentally at different stages leading to differing types of questions or behaviours.'

When spontaneous discussions arise, it is guided in a way that reflects the stated school aims and curriculum content for RSE. As a first principle, we answer questions relating to taught, planned curriculum for that age group to the whole class. We answer questions, where appropriate, relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age appropriate way, only to the pupil or pupils who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PHSE leader/designated safeguarding lead. Questions may be referred to parents/carers if it is not appropriate to answer them in school. We will create opportunities for questions to be asked anonymously.

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

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

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

## **10. Key responsibilities for RSE**

### **i) All staff**

All staff will:

- Ensure that they are up to date with school policy and curriculum requirements regarding RSE · attend and engage in professional development training around RSE provision, including individual and whole staff training/inset, where appropriate.
- Attend staff meetings to be introduced to any new areas of work and review the effectiveness of the approaches used.
- Report back to the PHSE Coordinator on any areas that they feel are not covered or inadequately provided for in the school's RSE provision, including resources.
- Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence and listen to their needs and support them.
- Follow the school's reporting systems if a pupil comes to a member of staff with an issue that they feel they are not able to deal with alone.
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced RSE in school.
- Tailor their lessons to suit all pupils in their class, across the whole range of abilities, faiths, beliefs, culture, gender identity and sexual orientations, including SEND.
- Ask for support in this from the school SEND coordinator or the PHSE Coordinator, should they need it.

### **ii) Lead member/s of staff (PHSE Co-ordinator/Head Teacher)**

The lead members of staff will receive training in their role and responsibilities, should they require it. This supports them to lead on the development of the school's policy and practice and to monitor its implementation. This practice includes the curriculum and approaches to teaching and learning, as well as whole school approaches to health and wellbeing.

The lead member/s of staff will:

- Develop the school policy and review it on a yearly basis.
- Ensure all members of the governing body will be offered appropriate RSE training · ensure that all staff are offered regular and ongoing training on issues relating to RSE as well as how to deliver lessons on such issues.
- Ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RSE, including new staff or supply staff.
- Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RSE to pupils.
- Ensure that RSE is age appropriate and needs-led across all year groups; this means ensuring that the curriculum develops as the pupils do and meets their needs.
- Ensure that the knowledge and information regarding RSE to which all pupils are entitled is provided in a comprehensive way.
- Support parent/carer involvement in the development of the RSE curriculum.

- Ensure that their personal beliefs, values and attitudes will not prevent them from providing balanced RSE in school.
- Communicate freely with staff, parents/carers and the governing body to ensure that everyone is in understanding of the school policy and curriculum for RSE, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as appropriate.
- Share the school's provision for RSE with parents/carers in order to ensure they can support this at home.
- Communicate to parents/carers any additional support that is available from the school to support them with RSE at home.

### **iii) Governors**

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

As well as fulfilling their legal obligations, the governing body will also make sure that:

- All pupils make progress in achieving the expected educational outcomes.
- The subjects are well led, effectively managed and well planned.
- The quality of provision is subject to regular and effective self-evaluation.
- Teaching is delivered in ways that are accessible to all pupils with SEND.
- Clear information is provided for parents on the subject content and the right to request that their child is withdrawn from appropriate areas.
- The subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

### **iv) Pupils**

All pupils:

- Are expected to attend the statutory National Curriculum Science elements of the RSE curriculum and the statutory Relationships Education and Health Education curriculum.
- Should support one another with issues that arise through RSE by, for example, alerting relevant members of staff to any potential worries or issues.
- Will listen in class, be considerate of other people's feelings and beliefs and comply with the ground rules that are set in class.
- Will have the opportunity to talk to a member of staff, in confidence, regarding any concerns they have in school related to RSE or otherwise.
- Will be asked for feedback on the school's RSE provision regularly and be expected to take this responsibility seriously; opinions on provision and comments will be reviewed by the lead member/s of staff for RSE and taken into consideration when the curriculum is prepared for the following year's pupils.

### **v) Parents/carers**

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

The school will:

- Work closely with parents/carers when planning and delivering RSE.
- Ensure that parents/carers know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSE.

- Give parents/carers every opportunity to understand the purpose and content of Relationships Education and RSE
- Communicate and give opportunities for parents/carers to understand and ask questions about the school's approach to help increase confidence in the curriculum.
- Build a good relationship with parents/carers on these subjects over time by inviting parents into school to discuss what will be taught, address any concerns and help support them in managing conversations with their children on these issues.
- Encourage parents/carers to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through RSE.
- Will reach out to all parents, including those who are hard to engage, recognising that a range of approaches may be needed for doing so.

### **The right to withdraw**

Parents/carers **cannot** withdraw their child from the statutory sex education content included in National Curriculum for Science which includes content on human development, including reproduction. Parents/carers also **cannot** withdraw their child from Relationships Education or Health Education because it is important that all children receive this content, covering topics such as friendships, how to stay safe and puberty. However, they do have the right to request that their child be withdrawn from some or all of sex education delivered as part of the non-statutory RSE, delivered as part of the PSHE curriculum.

Requests for withdrawal should be put in writing. Using the form found in **Appendix 3** of this policy may be helpful. They should be addressed to the Head Teacher. Before granting any such the Head Teacher will discuss this request with parents/carers and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. This process will be documented to ensure a record is kept.

The Head Teacher will also discuss with parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This will include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. This may lead to the child developing misconceptions about relationships and sex education that could be harmful.

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

The school provides an information leaflet to parents/carers to provide further information on understanding Relationships Education. Support materials for home use will be offered. The school's arrangements for pupils withdrawn from RSE are that the child will be supervised by another adult within school whilst they complete learning to develop their understanding of some other aspect of the PHSE curriculum.

### **11. Staff Support & CPD**

It is important that all staff feel comfortable to deliver RSE lessons. The school provides regular professional development training in how to deliver RSE. Staff, including non-teaching staff, CPD needs are identified and met through the following ways:

- An audit of staff CPD needs will be completed regularly.
- Training and support is organised by the Head Teacher in liaison with the PHSE leader.
- Staff will be offered generic RSE training which includes sessions on:
  - confidentiality, creating a ground rules, handling controversial issues, responding to awkward questions .
  - an introduction to the rationale of why teaching RSE is so important
  - current law and guidance, learning outcomes and school policy



difficulties.

- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

**Respectful relationships**

- 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.
- 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.

**Online 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.

**Being safe**

- 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.
- 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.
- 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.

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|--|--|
|  | <ul style="list-style-type: none"><li>· that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li><li>· how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li><li>· how to recognise and report feelings of being unsafe or feeling bad about any adult.</li><li>· how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li><li>· how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li><li>· where to get advice e.g. family, school and/or other sources.</li></ul> |
|--|--|

<b>Health and prevention</b>	<ul style="list-style-type: none"> <li>· about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> </ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>· key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>· about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

In addition to the statutory elements of the curriculum listed above, St Mary's PHSE lessons will include other objectives that enable children to express themselves confidently, respectfully and articulately in a range of situations. To respect other people's view points and promote the physical and mental well-being of themselves and others.

### **The needs of pupils**

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

We will involve pupils through:

- Discussions with small groups of pupils.
- Questionnaires/surveys (e.g. the My Health My School Survey).
- Pupil focus groups formed specifically for RSE.
- Older pupils reviewing the RSE programme for younger pupils.
- Use of the RSE consultation toolkit.
- Pre and post assessment activities for RSE.
- School council meetings.
- Full class consultation activities which ensure all pupils have a voice in

the process.

### **Topics to be covered**

RSE needs to start early so that children learn about different kinds of relationships like families and friendships and so they can recognise if other people make them feel uncomfortable or unsafe. Lots of children start puberty before they leave primary school so it is important that all pupils know what to expect before it happens. It is good to have some RSE in every year of primary school as it helps pupils to learn progressively as they mature and revisit the subject on a regular basis, to reinforce learning and provide opportunities to ask further questions.

The Relationships Education, Health education and RSE curriculum we follow is contained in the wider scheme provided by Kapow. An overview of the topics can be found in **Appendix 5**.

### **Delivery of RSE**

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

- Designated RSE time
- Use of external agencies/services
- Wider PHSE lessons/circle time
- School ethos, including within collective worship
- Small group work/nurture group work

- Cross curricular links e.g. science
- Enrichment days / weeks

### **Working with visitors and other external agencies**

Where appropriate, we may use visitors from external agencies or members of the community to support RSE. Working with external organisations enhances delivery of RSE, bringing in specialist knowledge, which gives different ways of engaging with our pupils.

When using visitors, a teacher will be present throughout these lessons. Visitors will be given a copy of this policy, and any other relevant policies, and expected to comply with the guidelines outlined within it. Our partnership with the local community is also a priority, and we recognise and value its contribution to the RSE programme.

We will ensure that the teaching delivered by the visitor fits with our planned programme and policy. We will discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for our pupils. We will ask to see the materials visitors will use as well as a lesson plan in advance, so that we can ensure it meets the full range of pupils' needs.

We will agree in advance of the session how confidentiality will work in any lesson and how a safeguarding report should be dealt with by the external visitor. It is also important that children understand how confidentiality will be handled in a lesson and what might happen if they choose to make a report.

Use of visitors will be to enhance teaching by an appropriate member of the teaching staff, rather than as a replacement for teaching by those staff.

Before involving visitors in any aspect of RSE, teachers will ensure that:

- The visitor understands the school's confidentiality policy, values and approach to the educational programme.
- There is appropriate planning, preparatory and follow up work for the sessions.
- The visitor understands the emotional, intellectual, cultural, religious, social and ability level of the pupils involved, including where there may be a specific issue relating to child protection.
- The teacher needs to be part of the experience in order for the pupils to value the lessons and to build on the pupils' learning after the session/s as well as answer any questions the pupils may subsequently have.
- The evaluation form in **Appendix 2** will be used to monitor and evaluate the visit.

### **Inclusion, equality and diversity**

We are required by law to comply with relevant requirements of the [Equality Act 2010](#). All pupils are entitled to quality RSE that helps them build confidence and a positive sense of self, and to stay healthy. We include all pupils regardless of their age, sex, race, disability, religion or belief, gender reassignment, or sexual orientation.

All classes include pupils with different abilities and aptitudes, experiences, religious/cultural backgrounds, gender and sexual identities. To encourage pupils to participate in lessons, teachers will ensure content, approach and use of inclusive language reflects the diversity of the school community and helps each and every pupil to feel valued and included in the classroom.

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

### **Responding to pupils' diverse learning needs:**

Considerations will be made for:

- Religious and cultural diversity.
- Differing gender needs and abilities, including SEND.
- Diverse sexuality of pupils.
- Homophobic/transphobic/biphobic bullying and behaviour.
- Pupil's age and physical and emotional maturity.
- Pupils who are new to English.

### **Ethnicity, religion and cultural diversity:**

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

### **Single gender groups:**

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

### **Special educational needs and disabilities (SEND):**

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

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

*Where a pupil is receiving SEN support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. Schools should meet parents at least three times each year.*

*These discussions can build confidence in the actions being taken by the school, but they can also strengthen the impact of SEN support by increasing parental engagement in the approaches and teaching strategies that are being used. Finally, they can provide essential information on the impact of SEN support outside school and any changes in the pupil's needs.*

*SEND Code of Practice: 0 – 25 years, 2014*

### **Lesbian, Gay, Bisexual, Transgender and Plus (LGBT+):**

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

We will deal sensitively and honestly with issues of sexual orientation and gender identity, answer appropriate questions and offer support. Pupils, whatever their developing sexuality or gender identity, need to feel that RSE is relevant to them. Teachers will never assume that all intimate relationships are between opposite sexes. Information will be inclusive and will include LGBT people in stories, scenarios and role plays. We will ensure all pupils can explore topics from a different gender's point of view, and a variety of activities, including practical tasks, discussions, group activities and competitions. We will also ensure that our teaching is sensitive and age appropriate in approach and content.

### **Pupils who are new to English**

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

### **Resources**

We use primarily BBC – Operation Ouch! series and the resources recommended within it. We will focus on the needs of the pupils and our planned learning objectives. We select carefully resources which meet these objectives. We evaluate carefully teacher resources, leaflets, online resources and videos before using them (see checklist below).

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

### **i) Learning environment and additional non-negotiable ground rules**

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

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

Our additional, non-negotiable ground rules are:

- Confidentiality: 'what is said in the room, stays in the room' except if anyone mentions something which could be harmful or put them at risk – then will have to pass the information on to help keep them safe
- It's not OK to ask personal questions of each other or the teacher but we can put questions in the box for later.
- Don't use names: if you want to ask about or share a personal story or experience, you can speak in the third person about 'someone I know', 'a friend', 'a situation I've heard about/read about'.
- We will try to only ask questions related to what we are learning in the lesson.
- We will use the anatomical terms for the sexual body parts.
- It is ok to say pass / not join in.
- We will respect different opinions, situations & backgrounds
- We will develop the ground rules through discussion with the children in particular during Circle Time activities and PHSE lesson time. These can be discussed at the beginning of the academic year and revised regularly. Ground Rules can be displayed and also shared with the whole school community.

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## **ii) Assessment, recording and reporting in RSE**

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

Assessment methods:

- Baseline or pre-assessment (essential for needs-led RSE).
- Needs assessment is used to identify existing knowledge and skills of pupils.
- Assessment is built into the RSE programme to inform planning.
- Pupil self-assessment is used where appropriate.
- Assessment focuses on knowledge as well as skill development and attitudes.
- Identify pupils who have fallen short and may need subsequent input.
- Teachers will keep a note of pupils who have missed some or the entire module due to absence from school.
- Pupil achievement in RSE is celebrated and shared.

## **iii) Monitoring and evaluation**

### **Monitoring activities:**

- Recording of pupil attendance in RSE lessons.
- Effective PSHE leadership with a system of peer support.
- A system for regular review of the RSE policy and programme.
- Pupil and staff interviews/questionnaires.
- Pupil/staff/parent surveys.

### **Evaluation activities:**

- Teacher and pupil evaluation of lessons, units and the overall RSE programme
- Teacher and pupil evaluation of resources.
- Evaluation of contributions of external partners.
- Feedback and evaluation by pupils.

## **13. Safeguarding and Child Protection**

Through Relationships Education (and RSE), we will teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This will be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This will also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

Pupils will be taught how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole.

Children have the right to:

- Say no
- Respect their own body
- Speak out and know that someone can help

When teaching any sensitive issue young people may give cause for concern. All adults are aware of our safeguarding arrangements and procedures. If the school has any reason to

believe a pupil is at risk, advice from Leeds Child Protection Team will be sought.

We recognise that children are capable of abusing their peers and that peer on peer abuse can manifest in many different ways, including on-line bullying, sharing inappropriate images, initiation/hazing (an activity expected of someone joining or participating in a group that humiliates, degrades, abuses or endangers them, regardless of a person's willingness to participate) and inappropriate/harmful sexual behaviours.

Our use of the anatomical terms for body parts helps to ensure that children are able to describe abusive behaviours if they need to.

Ground rules at the start of sessions help to establish and maintain a safe learning environment; this is important for good learning to take place, and also contributes to effective safeguarding.

#### **14. Confidentiality in the context of RSE lessons**

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

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

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

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

- Depersonalising discussion.
- Puppets.
- Using role play to 'act out' scenarios.
- Appropriate DVDs and TV extracts.
- Case studies with invented characters.
- Visits to/from outside agencies.

#### **15. Support**

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

## **16. Complaints**

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

## **17. Liaison with local media**

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

## **18. Local support available to schools**

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

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

## Appendix 1 - Local and national websites

### Healthy relationships, sexual consent, exploitation and abuse:

- Information about FGM can be found at: [www.forwarduk.org.uk](http://www.forwarduk.org.uk)
- Good practice examples and guidance on consent: [www.pshe-association.org.uk/consent](http://www.pshe-association.org.uk/consent)
- Home Office guidance; this is abuse: <http://thisisabuse.direct.gov.uk/>
- Child Exploitation and Online Protection (CEOP) has produced a series of resources which are available at: [www.ceop.police.uk](http://www.ceop.police.uk) and [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- Brook has produced a Traffic Light Tool to help professionals assess whether children's sexual behaviours are healthy or unhealthy: [www.brook.org.uk/traffic-lights](http://www.brook.org.uk/traffic-lights)
- Ask Brook about relationships, safety and risks, available at: [www.brook.org.uk/shop](http://www.brook.org.uk/shop)

Alright Charlie - Blast have designed this CSE resource in consultation with CSE professionals, primary schools teachers and children in years 5 and 6 in primary schools. This resource is designed for use with children aged 9-11 in primary schools and aims to highlight the warning signs of grooming in an age appropriate way.

<https://basisyorkshire.org.uk/resource/alright-charlie-cse-primary-school-resource/>

### Violence within relationships:

- The Against Violence and Abuse Project provides further information, advice and guidance: [www.avaproject.org.uk](http://www.avaproject.org.uk)
- Rape Crisis provides help and advice to those affected by rape, sexual violence and child sexual abuse: [www.rapecrisis.org.uk](http://www.rapecrisis.org.uk)
- Providing support to people in the Leeds District whose lives have been affected by domestic violence and abuse: <http://www.behind-closed-doors.org.uk/>

### Teaching about pornography:

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

### Teaching about sexting:

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

### Inclusive RSE:

- Stonewall has produced a series of packs and information for schools. Details are available at: [www.stonewall.org.uk](http://www.stonewall.org.uk)
- Brook has produced packs to help those who work with diverse groups of children, available at: [www.brook.org.uk/shop](http://www.brook.org.uk/shop) including:

### Local sources of support:

[www.schoolwellbeing.co.uk](http://www.schoolwellbeing.co.uk)

[www.healthyschools.org.uk](http://www.healthyschools.org.uk)

[www.leedsforlearning.co.uk](http://www.leedsforlearning.co.uk)

<http://www.leeds.gov.uk/phrc/Pages/default.aspx>

[www.leeds.gov.uk/phrc/Pages/public-health-training.aspx](http://www.leeds.gov.uk/phrc/Pages/public-health-training.aspx)

<https://www.leedsscp.org.uk/Home>

<http://leedssexualhealth.com>

<http://www.themarketplaceleeds.org.uk/>

<http://mesmac.co.uk/>

<https://www.mindmate.org.uk/>

#### National sources of support:

<http://www.nhs.uk/Livewell/Sexualhealthtopics/Pages/Sexual-health-hub.aspx> <https://www.brook.org.uk/>

<http://www.fpa.org.uk/>

<http://www.sexeducationforum.org.uk/>

<https://www.pshe-association.org.uk/>

<http://www.stonewall.org.uk/>

<http://www.bodysense.org.uk/>

[www.riseabove.org.uk](http://www.riseabove.org.uk)

<http://www.nat.org.uk/>

<https://www.nspcc.org.uk/>

<https://www.childline.org.uk>

#### 19. Local and national references

*Statutory guidance: Relationships education, relationships and sex education (RSE) and health education Keeping children safe in Education*

*Respectful School Communities: Self Review and Signposting Tool*

*Behaviour and Discipline in Schools*

*Equality Act 2010: advice for schools*

*SEND Code of Practice: 0-25 years*

*Alternative Provision*

*Mental Health & Behaviour in Schools*

*Preventing Bullying (including cyberbullying)*

*Sexual violence and sexual harassment between children in schools*

*The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)*

Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))

SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

National Citizen Service guidance for schools

Brook, the PSHE Association and the RSE Forum (2014) RSE (RSE) for the 21st Century: Supplementary advice to the RSE Guidance DfEE (0116/2000)

National curriculum in England: framework for key stages 1 to 4

National Curriculum in England: Science programmes of study key stages 1 - 4

Education Act (1996) Crown copyright

Education Act (2002) Crown copyright

Education and Inspections Act (2006), Section 38, Crown copyright

Education and Inspections Act 2006, section 40, Crown copyright

HM government (2016) Multi-agency practice guidelines: Female Genital Mutilation,

Crown copyright Learning and Skills Act (2000), Section 148, Crown copyright

NCB: Assessment, Evaluation and Sex and Relationships Education

Ofsted (2013) 'Not yet good enough; personal, social, health and economic

education in schools' Optimus Education - Sex and relationship education policy

Writing your RSE policy: guidance from the PSHE Association

Sex Education Forum (2013b): Let's get it right; a toolkit for involving primary school children in reviewing their RSE, NCB

Sex Education Forum (2010) Curriculum design tool – Let's Work Together

Statutory Instrument 2012 No. 1124, Education, England, The School Information (England) (Amendment) Regulations 2012, Crown copyright.

**APPENDIX 2 Evaluation of Visits and Other External Agency Contributions During & after visit**

**Joint Evaluation Form** Please fill this in together where possible

Aim of session:		Session date:	
		Time:	
Agency:		Year group:	
School:		Class:	
<b>Question</b>	<b>Scale 1 - 10</b>	<b>How do you know?</b>	
1. How well did the programme meet the needs of the pupils?			
2. How well has the work developed the skills of pupils to manage their wellbeing?			
3. How well has the input contributed to the RSE programme?			
4. Has there been an impact on staff skills and confidence?			
5. How well did the pre-planning support the session / visit?			
6. How will be the work be continued and / or adopted into the Schemes of Work next year?			
Were there any elements that could be improved in the future?			

Any other comments?

ease keep a copy for your records.

### **APPENDIX 3 – Suggested Letter to Parents**

Dear parents/carers,

As a part of your child's education at St Mary's, we promote personal wellbeing and development through a comprehensive Personal, Social, Health and Economic (PSHE) education programme. PSHE education is the curriculum subject that gives children the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential.

I am writing to let you know that, over the next few weeks, your child's class will be taking part in lessons which will focus on the relationships and sex education (RSE) aspect of this programme.

All pupils will learn about healthy relationships, including friendships; families; growing and changing; personal hygiene; changing feelings; becoming more independent; keeping safe; developing self-esteem and confidence. Pupils will also have opportunities to ask questions.

To find out more about the lesson objectives that will be covered during these sessions, please see Appendix A, to find out about the terminology to be introduced within each year group, please look at Appendix B.

All PSHE teaching takes place will take place within a safe learning environment and is underpinned by our school ethos and values.

Some parts of RSE are compulsory as they form part of the National Curriculum for Science. We have highlighted in yellow in Appendix 1 the objectives that fall within the statutory requirements of the primary curriculum. Parents can withdraw their children from other parts of RSE if they wish to do so. However, with increasing use of social media it is important that all young people have a place to discuss pressures, check facts and dispel myths. Please bear in mind that even if a child is withdrawn, many pupils will discuss such issues with each other outside the classroom - so, rather than hear about the content second-hand, we hope all children will have the opportunity to take part in our carefully planned lessons.

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

You may find that your child starts asking questions about the topic at home, or you might want to take the opportunity to talk to your child about issues before the work is covered in school. If you have any queries about the content of the programme or resources used, please do not hesitate in contacting school.

If you wish to discuss anything further, please email the school office at [schooloffice@stmaryscofe.org.uk](mailto:schooloffice@stmaryscofe.org.uk) to make an appointment with myself. In addition, please email the school office with the subject 'RSE' if you wish to opt your child out of the 2 non-statutory lessons (lessons 6 and 7 for Year 6).

Many thanks,  
Miss Dunsmuir  
PSHE lead

## Appendix A

The learning objectives that are highlighted in yellow indicate that these are statutory and your child cannot be withdrawn from those lessons.

Year 2	National Curriculum Link
Lesson 1: learn to understand and respect the differences and similarities between people	<p>To share their opinions on things that matter to them and explain their views.</p> <p>To agree and follow rules for their group and classroom, and understand how rules help them.</p> <p>To identify and respect the differences and similarities between people.</p>
Lesson 2: learn about the differences between male and female animals and their role in the life cycle	<p>To agree and follow rules for their group and classroom, and understand how rules help them.</p> <p>About the process of growing from young to old and how people's needs change.</p>
Lesson 3: learn about growing from young to old and that they are growing and changing	<p>To think about themselves, learn from their experience and recognise what they are good at.</p> <p>To agree and follow rules for their group and classroom, and understand how rules help them.</p> <p>About the process of growing from young to old and how people's needs change.</p>
Lesson 4: learn that everybody needs to be cared for and ways in which they care for others.	<p>To agree and follow rules for their group and classroom, and understand how rules help them.</p> <p>To realise that people and other living things have needs, and that they have responsibilities to meet them.</p> <p>About the process of growing from young to old and how people's needs change.</p> <p>That family and friends should care for each other.</p>
Lesson 5: learn about the different types of family and how their home-life is special.	<p>To agree and follow rules for their group and classroom, and understand how rules help them.</p> <p>That they belong to various groups and communities, such as family and school.</p> <p>To identify and respect the differences and similarities between people.</p> <p>That family and friends should care for each other.</p>

Year 4	National Curriculum
Lesson 1: learn about the way they grow and change throughout the human life cycle.	<p>To agree and follow rules for their group and classroom, and understand how rules help them.</p> <p>The differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.</p>
Lesson 2: learn about the physical changes associated with puberty.	<p>To agree and follow rules for their group and classroom, and understand how rules help them.</p> <p>About how the body changes as they approach puberty</p> <p>The names of the main parts of the body.</p> <p>To identify and respect the differences and similarities between people.</p>
Lesson 3: learn about the impact of puberty on physical hygiene and strategies for managing this.	<p>To agree and follow rules for their group and classroom, and understand how rules help them.</p> <p>About how the body changes as they approach puberty</p> <p>The names of the main parts of the body.</p> <p>To identify and respect the differences and similarities between people.</p>
Lesson 4: learn how puberty affects emotions and behaviour and strategies for dealing with changes associated with puberty.	<p>To recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.</p> <p>That their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.</p> <p>To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships.</p>
Lesson 5: learn strategies to deal with feelings in the context of relationships	<p>To recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.</p> <p>To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences.</p> <p>To resolve differences by looking at alternatives, making decisions and explaining choices.</p> <p>That their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.</p>

	To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships.
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<b>Year 5</b>	National Curriculum
Lesson 1: What makes a good friendship?	
Lesson 2: Puberty - physical changes	<p>To agree and follow rules for their group and classroom, and understand how rules help them.</p> <p>About how the body changes as they approach puberty</p> <p>The names of the main parts of the body.</p> <p>To identify and respect the differences and similarities between people.</p>
Lesson 3: Puberty - how does it affect my emotions?	<p>To recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.</p> <p>That their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.</p> <p>To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships.</p>
Lesson 4: Changing body parts	About how the body changes as they approach puberty.
Lesson 5: Reviewing - understanding mensuration	<p>About how the body changes as they approach puberty.</p> <p>Where individuals, families and groups can get help and support.</p>
Lesson 6: Reviewing - changing relationships	<p>To recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.</p> <p>To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences.</p> <p>To resolve differences by looking at alternatives, making decisions and explaining choices.</p> <p>That their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.</p> <p>To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships.</p>

Year 6	National Curriculum
Lesson 1: what is important in a relationship?	
Lesson 2: Reviewing - changes that occur during puberty	<p>To recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.</p> <p>About how the body changes as they approach puberty.</p>
Lesson 3: becoming men and women including changes of the body	<p>To talk and write about their opinions, and explain their views, on issues that affect themselves and society.</p> <p>To explore how the media present information.</p> <p>To recognise and challenge stereotypes.</p> <p>That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.</p>
Lesson 4: building good relationships	<p>To talk and write about their opinions, and explain their views, on issues that affect themselves and society.</p> <p>That their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view.</p> <p>To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationship.</p>
Lesson 5: sexual relationships - human reproduction in the context of the human life cycle	<p>To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships.</p>
Lesson 6: conception and pregnancy - how a baby is made and grows (conception and pregnancy)	
Lesson 7: being a parent - roles and responsibilities	

## Appendix B

<b>Vocabulary:</b>	<b>Year taught:</b>
Head, neck, arms, elbow, knees, legs, face, ears, eyes, hair, mouth	<b>1</b>
Egg, baby, toddler, child, teenager, adult, pregnant, pregnancy, birth, family, marriage	<b>2</b>
Emotion, hygiene, feelings, mature, immature	<b>3</b>
Puberty, love, relationship, caring, loving, pubic hair, hormones, penis, breasts,	<b>4</b>
Conception, ovary, ovum, womb, uterus, menstruation, period, puberty, sebum, breasts, genitalia, discharge, egg, penis, vagina, ovary, testicles, testes, lining, blood, spotting, cramps, menstrual flow, menstrual products, pads, sanitary towels, tampons, period pain, larynx (Adam's apple), enlargement, voice breaking, sperm.	<b>5</b>
Puberty, conception, ovum, cells, love, relationship, caring, loving, erection, wet dream, foetus, support, consent, sexual, reproduction, fallopian tube, cervix, oestrogen, foreskin, circumcised, scrotum, epididymis, sperm ducts, prostate gland, urethra, ejaculation, testosterone, erect, sexual intercourse, penetration, make love, zygote, embryo, umbilical cord, amniotic fluid, placenta, amniotic sac, contractions, safe sex, heterosexual, gay, homosexual, transgender, lesbian, homophobic, bisexual, transphobic, biphobic, biphobia, LGBTQ+.	<b>6</b>

**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	