



**Learning and Growing Together, With Faith, Hope and Love**

**Micklefield CE Primary School**

**Relationships and Sex Education Policy**

**2024- 2025**

Micklefield Church of England 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.

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.

Our school has a faith-sensitive and inclusive approach to RSE which is underpinned by two key biblical passages:

*'So God created humankind in his image, in the image of God he created them.'* (Genesis 1:27, NRSV)

*'I have come in order that you might have life—life in all its fullness.'* (John 10:10, GNB)

As a Church of England school we want our pupils to flourish and to gain every opportunity to live fulfilled lives and believe that RSE is about the emotional, social and physical aspect of growing up, healthy relationships, sex, human sexuality and sexual health. It is also about the spiritual and moral aspects of relationships with a context of a Christian vision for the purpose of life.

Everyone will be treated with dignity as all people are made in the image of God and loved equally by God.

### **Development process**

This policy was produced by Sally Sanders and Leeds Health and Wellbeing Service

From September 2020, the law requires primary schools to consult on their Relationships Education policy.

The members of staff responsible for overseeing and reviewing this policy are: Emma Cook and Sally Sanders. It will be reviewed briefly annually and in full every 2 years.

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 21st century (2014)
- Keeping children safe in education (2019)
- Statutory safeguarding guidance (2016)
- DFE: Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, senior leadership teams, teachers 2019
- Children and Social Work Act (2017)

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

### **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.

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

- 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

### **Overall school aims for RSE**

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

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

#### **Attitudes and values:**

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

#### **Personal and social skills:**

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

#### **Knowledge and understanding:**

- learn and understand physical development at appropriate stages

- understand human sexuality, reproduction, sexual health, emotions and relationships

**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 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
- 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
- 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
- work in partnership with other health professionals and the wider community

RSE contributes to:

- a positive ethos and environment for learning
- safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school

- a better understanding of diversity and inclusion, a reduction in gender-based prejudice, prejudice towards sexuality, 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

### **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

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 (see appendix 3)

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

## 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 an email or letter.

Agreed list of all PHSE and RSE vocabulary used in school:

	Physical health and wellbeing	Keeping safe and managing risk	Drug, alcohol and tobacco education	Mental health and emotional wellbeing	Identity, society and equality	Sex and relationship education	Careers, financial capability and economic wellbeing
EYFS	Healthy, unhealthy, exercise	Real, fake, danger, good touch, bad touch, pants, private	Rules Danger	Happy, sad,	Same, different	Penis and vagina	job, money
Year 1	<b>Fun Times:</b> food, drink, celebration, same, different, choice, active, protect, damage, sun, effect, games, safety, cultures, world, countries, special times	<b>Feeling Safe:</b> Real, imaginary, danger, secret, trust, good touch, bad touch, unsafe, worried, private, community, help, safety	<b>What do we put in our bodies?</b> Substance, harmful, rules, dangerous, feelings	<b>Feelings:</b> Feelings words, worried, excited, nervous, angry, same, different, emotion, loss, challenge, different	<b>Me and others:</b> Special, different, dilemma, responsibility, challenge, unhelpful, helpful, behaviour, problem, co-operative	Penis and Vagina	<b>My money:</b> Earn, win, find, presents, pocket money, borrow, benefits, save, choices, jobs
Year 2	<b>What keeps me healthy?</b> Healthy diet, oral health, physical activity, active, sleep, vaccination routine, hygiene, food, rest, routines	<b>Indoors and Outdoors:</b> Emergency, safe, responsible, rules, unsafe, hazards, road safety, fire safety, danger	<b>Medicines and me:</b> Medicine, healthy, pharmacy, doctor, safety, asthma, instructions	<b>Friendships:</b> Care, excluded, friend, difficult, problems, resolve		<b>Boys, girls, and families:</b> Birth, love, relationship, family, marriage, support, penis and vagina	
Year 3	<b>What helps me choose?</b> Eat well guide, influences, brands, packaging, taste, cost, value role model, qualities, teased feelings, diverse, Judge, beautiful, admire, influence positive, food, choices, active healthy	<b>Bullying:</b> see it, say it, stop it: Bullying, unacceptable, falling out, racism, cyber bullying, bystander, help, support, bully, cyber, physical unkind, mental health, feelings emotions, unhappy, differences power, bystander, empathy, acceptance, courage, feelings witness	<b>Tobacco is a drug:</b> Drug, tobacco, smoking, second hand smoke, smoke free, medicine, harmful, asthma, instructions	<b>Strengths and challenges:</b> Goal, challenge, skill, attribute, put up, put down, set-back, Friend, Kindness, Emotions Feelings, Care, Conflict Qualities impact mental health Celebrate, Goals, Positive	<b>Celebrating Difference:</b> Family, culture, age, gender, personal interests, belief, community, diverse, view, different, similar, diverse respect, views experiences, expectations, group		<b>Saving, spending and budgeting:</b> Manufacture, pressure, decisions, value, spend, shift, full-time, part-time, shift, paid, unpaid, charity, fund raiser community, saving, jobs, world of work, occupation, wage, <u>salary</u> , budget

Year 4	What is important to me? Religious diet, cultural diet, moral diet, ethical, fair trade, farming, seasonality, consumers, screen time, health, wellbeing, food, choices, sleep	Playing safe: Age classification, computer game, pressure, choices, habits, gaming, road, rail, water safety, buildings, safety, danger hazards, fireworks, emergency first aid, help, Police, Fire brigade, Ambulance	Making choices: Caffeine, alcohol, tobacco, habit, addiction, age restrictions, drugs, legal, illegal substances, heart lungs, brain, stomach, peer pressure, medicine behaviour, drug use		Democracy: Democracy, vote, election, influence, organisation, council, government, resources, community, British values, customs, birthplace, extended families citizen, etiquette, diverse, stereotype, racism, power superiority	Growing up and changing: Puberty, Womb, Menstruation, Period, Vagina, Penis, Testicles, Scrotum, Sperm, Ejaculation, wet dream, Birth, love, relationship, family, marriage, support, caring, erection,	
Year 5	In the media: Misleading, marketing, consumers, advertising, role model, media, reality, manipulate	When things go wrong: Influence, trustworthy, domestic violence, abuse, violence, problems, Peer pressure, put down, pressure, peer mediator, risk predict, potential hazard, high/ medium/ low risk assessing, responsibility, online safety, relationships, risk, danger	Different influences: Cigarette, e-cigarette, shisha, cannabis, health, money, alcohol, tobacco, nicotine, media, influence, pressure, choice, age restrictions, substance, medicine legal, illegal, drugs Ask Frank, effects, risks, prescribed, solvents, alcohol tobacco, role models	Dealing with feelings: Conflict, change, emotion, loss, grief, bereavement	Stereotypes, discrimination and prejudice (including homophobia) Stereotype, homophobic, sexist, disability, disabilist, racist, transphobic, discrimination, gender, role models, prejudice, community laws, Anti-social, responsibility, organisations research, migration, rights, responsibilities, conflict, organisation, homeless, charity, lesbian, transgender step families/ blended families, reflect, respect diverse, stereotype, relationships religions, gay, bisexual, LGBT	Borrowing and Earning Money: Loans, credit cards, hire purchase schemes, debt, manageable, unmanageable, reliable, enterprise, salary, risk, influence, careers.	
Year 6		Keeping safe out and about (and FGM) Peer pressure, consequence, antisocial, law, peer pressure, independent, gangs, youths, behaviour, protected	What do we put in to our bodies? Tobacco, nicotine products, alcohol, solvents, medicines, legal and illegal drugs, risks, advice, support, age restrictions	Healthy Minds: Mental health, mood, feelings, mind, strategies, support stigma $\mu\kappa\epsilon\upsilon\sigma\mu\alpha\tau\alpha$	Human rights: Refugees, non-refugees, migration, empathise, diversity, immigrants, human rights, UN Convention, Rights of the Child, responsibilities, organisations, UK laws, Unicef, Save the Children, British government, MP, homelessness, temporary accommodation, organisations, initiatives, charities, Shelter	Healthy relationships / how a baby is made: Conception, pregnancy, Ovary, Ovum, Egg, Fallopian Tube, Uterus, Vulva, Labia, Clitoris, Cervix, Oestrogen, Urethra, Wet dream, Testosterone, Sexual intercourse, Penetration, Make love, foetus, (zygote, embryo, amniotic fluid, placenta, amniotic sac, cells, contractions), consent, Puberty, Womb, Menstruation, Period, Vagina, Penis, Foreskin, Testicles, Scrotum, Sperm, Ejaculation, Birth, love, relationship, family, marriage, support, caring, LGBT+ loving, heterosexual, gay, transgender, lesbian, bisexual, homophobic, transphobic, biphobic, homophobia, transphobia, biphobia, erection,	

We will alert parents as to when anatomical terms are likely to be used in class. 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.

## Respectful Language

The use of respectful language which challenges sexism, homophobia and other forms of gender 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. Pupils will be made aware that using the words such as ‘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.

### **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 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 RSE leader/ Child Protection Officer. Questions may be referred to parents/carers if it is not appropriate to answer them in school. We will also use a question box where questions may be asked anonymously.

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

Agreed phrases, where appropriate, will be used in response to difficult questions.

Phrases we will use are:

*'That is something that may be covered later on'*

*'I can't answer that question, but you could ask your parents/carers'*

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

- 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 to any questions that are inappropriate or need one-to-one follow up
- if a verbal question is too personal, staff will remind the pupils of the 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 teacher will be informed and the usual child protection procedures followed

## **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 RSE 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 RSE Coordinator, should they need it

### **ii) Lead member/s of staff**

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

The lead member/s of staff will:

- develop the school policy and review it on a yearly basis
- ensure that all staff are given regular and ongoing training on issues relating to RSE as well as how to deliver lessons on such issues
- ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RSE, 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 is Chris Newby, 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
- will listen in class, be considerate of other people's feelings and beliefs and follow 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 once a year 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 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
- communicate and give opportunities for parents/carers to understand and ask questions about the school's approach help increase confidence in the curriculum
- 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

#### **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 that may be 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 2** of this policy and addressed to the headteacher. Before granting any such request, 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.

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.

#### **1. 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:

- training and support organised by the Head teacher
- staff involved in the delivery of issues seen as potentially more sensitive will be offered appropriate training to encourage confidence in dealing with matters of confidentiality, child protection, sensitive issues and potentially difficult questions
- the Health and Wellbeing Service will support in meeting staff CPD needs through training, signposting relevant information/ websites

## 2. RSE Provision

### Statutory aspects of Sex Education within the National Curriculum Science

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

#### National Curriculum Science:

<p><b>Key Stage 1:</b></p> <ul style="list-style-type: none"> <li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> <li>• notice that animals, including humans, have offspring which grow into adults</li> <li>• describe the importance for humans of hygiene</li> </ul>	<p><b>Key Stage 2:</b></p> <ul style="list-style-type: none"> <li>• describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>• describe the life process of reproduction in some plants and animals</li> <li>• describe the changes as humans develop to old age</li> </ul>
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#### Statutory aspects of Relationships Education:

<p><b>Families and people who care for me</b></p>	<ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<p><b>Caring friendships</b></p>	<ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust,</li> </ul>

	<p>sharing interests and experiences and support with problems and difficulties.</p> <ul style="list-style-type: none"> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<b>Respectful relationships</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> <li>• 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.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<b>Online relationships</b>	<ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> </ul>

	<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>
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### Statutory aspects of Health Education (which apply to RSE)

<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>

. See **APPENDIX 3** for an overview.

### Delivery of RSE

Pupils receive their entitlement for RSE through a spiral curriculum called You, Me and PHSE, in timetabled slots, which demonstrates progression. (Overview in **APPENDIX 3**) At Micklefield CE Primary School the classes are mixed year groups. To ensure that a complete progressive curriculum is delivered the children will be taught in a Year 1/2, Year 3/4 and Year 5/6 environment over a two-year cycle. However, due to the objectives covered within the units: Boys and Girls, Growing Up and Changing and Healthy Relationships, these will only be taught to the specific year group stated in Appendix 3. The RSE programme is delivered through a variety of opportunities including:

- designated RSE time
- frequency of sessions
- use of external agencies/services
- school ethos
- small group work
- cross curricular links e.g. science
- assemblies
- 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.

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 guidelines and checklist (**Appendix 1a and 1b**) will be used with the visitor to ensure success

## **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 RSE provision. When necessary, some children may have a slightly adapted or differentiated lessons and approaches to take into account their needs.

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

Considerations will be made for:

- religious and cultural diversity
- differing gender needs
- diverse sexuality of pupils
- pupil's age and physical and emotional maturity
- differing abilities, including SEND
- EAL pupils



## Resources

We use primarily You, Me and PHSE, Mindmate and the resources recommended within it. We focus on the needs of the pupils and our planned learning objectives. We select carefully resources which then 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.

Resources we will use for RSE are:

- Channel 4 - Living & Growing series
- Mindmate <https://www.mindmate.org.uk/>
- PHSE Association <https://www.pshe-association.org.uk/>
- Puberty bag / box
- You, Me, PSHE RSE plans and resources (available from the Health and Wellbeing Service)
- Big Talk Education Growing up safe

## Learning environment

Within each class there will be 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. (the ask it basket)
- 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 a class discussion.

### **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).

Assessment methods:

- pre-assessment to help identify existing knowledge and skills of pupils
- assessment is built into the RSE programme to inform planning
- summative assessment takes place at the end of each unit
- pupil self-assessment is used where appropriate
- assessment focuses on knowledge as well as skill development and attitudes
- all class teachers have assessment sheets to support the module to record progress
- identify pupils who have exceeded or fallen short of the module objectives and those that have achieved it
- teachers will keep a note of pupils who have missed some or the entire module due to absence from school

### **Monitoring and evaluation**

**Monitoring activities:**

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

**Evaluation activities:**

- teacher and pupil evaluation of lessons, units and the overall RSE programme
- evidence from lesson observations
- pupil voice
- scrutiny of assessment records
- sampling pupils' work and portfolios

### **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.

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.

### **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 within the school day, in line with our safeguarding and child protection policy.

**APPENDIX 1a**

**Checklist prior to visit**

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

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

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

Have any expenses been agreed to?

yes / no

Checklist completed by:

Designation:

Date:

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

**APPENDIX 1b Checklist**

**During & after visit**

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



5. How well did the pre-planning support the session / visit?		
6. How will be the work be continued and / or adopted into the Schemes of Work next year?		
7. Were there any elements that could be improved in the future?		
8. Any other comments?		
Please keep a copy for your records.		

Dear .....,

### **Our PSHE & RSE Programme in Year ... / Key Stage ...**

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

Sex and Relationship Education (RSE) is an important part of the PSHE course. We will be teaching lessons about RSE in the .... term which will include topics such as (*puberty; relationships and communication skills; Child Sexual Exploitation (CSE); Female Genital Mutilation (FGM); body image; sexting and social media; domestic violence, consent.*) During the course, pupils will be able to ask questions, which will be answered factually and in an age appropriate manner. Each pupil's privacy will be respected, and no one will be asked to reveal personal information.

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

Many parents and 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 me at school. All materials used are available for you to browse through should you so wish.

Yours sincerely,

.....

Appendix 2: 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	

## Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

### Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching **'relationships and health education'** on GOV.UK.

### Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching **'relationships and health education'** on GOV.UK.

## Your rights as a parent

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.



## Right to withdraw your child

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Your child's primary school can choose to teach Sex Education. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.



Department  
for Education

If you want to know more about what will be taught as part of the new subjects, the best thing to do is speak to your child's school.

## APPENDIX 3

Sex and relationship education (SRE)					
Y1 <i>No specific unit of work for this year group, although aspects of SRE are covered through other PSHE topics in this year group.</i>	Y2 <b>Boys and girls, families</b>	Y3 <i>An interim SRE unit of work is available for schools who would like to teach some SRE in Year 3.</i>	Y4 <b>Growing up and changing</b>	Y5 <i>Schools can decide to teach the entire or aspects of the Year 4 or Year 6 SRE unit of work in Year 5 if preferred.</i>	Y6 <b>Healthy relationships How a baby is made</b>
	<p><b>1. Pupils learn to understand and respect the differences and similarities between people</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>are able to define difference and similarity</li> <li>understand that boys and girls can do the same tasks and enjoy the same things, but that stories, TV and people sometimes say boys do this and girls do that</li> </ul>		<p><b>1. Pupils learn about the way we grow and change throughout the human lifecycle</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can identify changes throughout the human life cycle</li> <li>understand change is on-going</li> <li>understand change is individual</li> </ul>		<p><b>1. Pupils learn about the changes that occur during puberty</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can identify the physical, emotional and behavioural changes that occur during puberty for both males and females</li> <li>understand that puberty is individual and can occur any time between 8-17</li> <li>understand that body changes at puberty are a preparation for sexual maturity</li> </ul>
	<p><b>2. Pupils learn about the biological differences between male and female animals and their role in the life cycle</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know that female mammals give birth and nurse their young</li> <li>can describe the biological differences between male and female</li> <li>understand that the creation of life requires a male and female</li> </ul>		<p><b>2. Pupils learn the physical changes associated with puberty</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>are able to define puberty: the changes that occur sometime between 8-17 that turns us from children to young adults</li> <li>identify physical changes associated with puberty</li> <li>Understand that everyone's experience of puberty is different and that it begins and ends at different times</li> </ul>		<p><b>2. Pupils learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>understand how our attitudes and values about gender and sexuality may be affected by factors such as religion and culture</li> <li>can recognise and challenge gender stereotypes</li> <li>understand how media messages affect attitudes, can cause inequality of opportunity and affect behaviour</li> </ul>

Sex and relationship education (SRE)					
Y1 <i>No specific unit of work for this year group, although aspects of SRE are covered through other PSHE topics in this year group.</i>	Y2 <b>Boys and girls, families</b>	Y3 <i>An interim SRE unit of work is available for schools who would like to teach some SRE in Year 3.</i>	Y4 <b>Growing up and changing</b>	Y5 <i>Schools can decide to teach the entire or aspects of the Year 4 or Year 6 SRE unit of work in Year 5 if preferred.</i>	Y6 <b>Healthy relationships How a baby is made</b>
	<p><b>3. Pupils learn the biological differences between male and female children</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>identify and name biological terms for male and female sex parts</li> <li>can label the male and female sex parts with confidence</li> <li>understand that the male and female sex parts are related to reproduction</li> </ul>		<p><b>3. Pupils learn about menstruation and wet dreams</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can describe menstruation and wet dreams</li> <li>can explain effective methods for managing menstruation and wet dreams</li> <li>understand the relationship between the sex cells (sperm and ovum), menstruation and wet dreams</li> </ul>		<p><b>3. Pupils learn what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can identify positive qualities and expectations from a variety of relationships</li> <li>can explain the similarities and differences between friendships and intimate relationships</li> <li>can describe that there are different types of intimate relationships, including marriage</li> <li>understand that sex or making love may be one part of an intimate relationship between adults</li> </ul>
	<p><b>4. Pupils learn about growing from young to old and that they are growing and changing this</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can identify key stages in the human life cycle</li> <li>understand some ways they have changed since they were babies</li> <li>understand that all living things including humans start life as babies</li> </ul>		<p><b>4. Pupils learn about the impact of puberty on physical hygiene and strategies for managing this</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can explain how changes at puberty affect body hygiene</li> <li>can describe how to care for their bodies during puberty</li> <li>can recognise the similarities between the needs and wants of boys and girls and challenge gender stereotypes around hygiene and grooming</li> </ul>		<p><b>4. Pupils learn about human reproduction in the context of the human lifecycle</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>understand that sexuality is expressed in a variety of ways between consenting adults</li> <li>know that sexual intercourse may be one part of a sexual relationship</li> <li>can describe how babies are made and explain how sexual intercourse is related to conception</li> <li>can name the male and female sex cells and reproductive organs</li> </ul>

Sex and relationship education (SRE)					
Y1 No specific unit of work for this year group, although aspects of SRE are covered through other PSHE topics in this year group.	Y2 Boys and girls, families	Y3 An interim SRE unit of work is available for schools who would like to teach some SRE in Year 3.	Y4 Growing up and changing	Y5 Schools can decide to teach the entire or aspects of the Year 4 or Year 6 SRE unit of work in Year 5 if preferred.	Y6 Healthy relationships How a baby is made
	<p><b>5. Pupils learn that everybody needs to be cared for and ways in which they care for others</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>understand that we all have different needs and require different types of care</li> <li>identify ways we show care towards each other</li> <li>understand the links between needs, caring and changes throughout the life cycle</li> </ul>		<p><b>5. Pupils learn how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>are able to describe how feelings and behaviour change during puberty</li> <li>can devise strategies for managing these changes</li> <li>understand how changes during puberty can affect relationships with other people</li> </ul>		<p><b>5. Pupils learn how a baby is made and grows (conception and pregnancy)</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know the male and female body parts associated with conception and pregnancy</li> <li>can define conception and understand the importance of implantation in the womb</li> <li>know what pregnancy is, where it occurs and how long it takes</li> </ul>
	<p><b>6. Pupils learn about different types of family and how their home-life is special</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can describe different types of family</li> <li>identify what is special and different about their home life</li> <li>understand families care for each other in a variety of ways</li> </ul>		<p><b>6. Pupils learn strategies to deal with feelings in the context of relationships</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>are able to identify feelings and understand how they affect behaviour</li> <li>can practise strategies for managing relationships and changes during puberty</li> <li>can empathise with other people's feelings in relationships, including parents and carers</li> </ul>		<p><b>6. Pupils learn about roles and responsibilities of carers and parents</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can identify some of skills and qualities needed to be parent and carer</li> <li>understand the variety of ways in which parents and carers meet the needs to be a parent and carers meet the needs of babies and children</li> <li>can recognise that both men and women can take on these roles and responsibilities</li> </ul>
			<p><b>7. Pupils learn to answer each other's questions about puberty with confidence, to seek support and advice when they need it</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can identify sources of information, support and advice for children and young people</li> <li>can use appropriate language to discuss puberty and growing up with confidence</li> <li>can answer their own questions about puberty and growing up</li> </ul>		<p><b>7. Pupils learn to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can answer their own questions about sex and relationships</li> <li>can use appropriate language to discuss sex and relationships and growing up with confidence</li> <li>can identify sources of information, support and advice for children and young people</li> </ul>

Sex and relationship education (SRE)					
Y1 No specific unit of work for this year group, although aspects of SRE are covered through other PSHE topics in this year group.	Y2 Boys and girls, families	Y3 An interim SRE unit of work is available for schools who would like to teach some SRE in Year 3.	Y4 Growing up and changing	Y5 Schools can decide to teach the entire or aspects of the Year 4 or Year 6 SRE unit of work in Year 5 if preferred.	Y6 Healthy relationships How a baby is made
					<p><b>Additional lessons:</b> schools will want to consider including these lessons, as part of SRE policy development</p>
					<p><b>8. Pupils learn some myths and misconceptions about HIV, who it affects and how it can and cannot be transmitted</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know that HIV can affect anyone, not a specific group or type of person</li> <li>can identify how HIV can and cannot be passed on</li> </ul>
					<p><b>9. Pupils learn about how the risk of HIV can be reduced</b></p> <p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>know that the risk of HIV being passed on can be reduced if a condom is used</li> <li>can describe how a condom protects against HIV and other sexually transmitted infections</li> </ul>
					<p><b>10. Pupils learn that contraception can be used to stop a baby from being conceived</b></p> <p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>know that a condom stops sperm from meeting an egg and therefore stops fertilisation</li> <li>know that women can take a pill to stop an egg being released, preventing conception</li> <li>understand contraception is both partners' responsibility</li> </ul>