



### Relationships and Sex Education Policy (from 2021)

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#### **1. Aims**

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

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

#### **2. Statutory requirements**

As a primary academy school we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017.

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

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

At Hayes we teach RSE as set out in this policy and in line with our funding agreement and articles of association.

#### **3. Policy development**

This policy outlines our school's commitment to provide effective RSE for all pupils. It has been written with regard to the DfE SRE guidance 2000, and other relevant guidance documents and statutory requirements. The RSE teaching in this school contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life. RSE is taught in an age-appropriate manner throughout the school.

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parents we invited to read the policy and provide feedback
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

#### **4. Definition**

RSE is lifelong learning about physical, moral and emotional development. Through RSE children learn about healthy relationships, different families, respect, love and care, reproduction, puberty, hygiene, the body, sex, sexuality and sexual health. There is often concern that RSE will encourage sexual experimentation however evidence shows that those who receive effective RSE at school are more likely to delay first sexual activity and to use contraception. In the primary school we are building the foundations of skills and knowledge that will be developed further at secondary level.

Our key aim in providing RSE throughout the school is to safeguard our pupils. During their time at this school children will learn key knowledge and skills to help keep them safe and prepare them for adult life.

### **Key Objectives**

The key objectives of our RSE programme are to:

- Develop knowledge and understanding of positive and healthy relationships
- Make pupils aware of their rights especially in relation to their bodies
- Enable the development of social and relationship skills and protective behaviours
- Prepare children for the physical and emotional changes of puberty
- Understand reproduction and birth within the context of loving and caring relationships
- Explore attitudes and values around sex and relationships
- Ensure children know how and where to access appropriate support

The RSE programme is based on the needs of the children in the school with learning outcomes appropriate to pupils' age, ability and level of maturity. The curriculum will be firmly embedded within the broader PSHE and Science curricula. Pupils will be helped to understand difference and to respect themselves and others.

### **RSE is not about the promotion of sexual activity.**

#### **Inclusion and Support**

RSE will be accessible to all regardless of gender. Through the delivery of RSE teachers will explore gender stereotypes and ensure that all genders receive information that is relevant to their needs.

### **5. Curriculum**

RSE will be taught in each year group throughout the school. The curriculum we deliver is progressive, building on the children's knowledge, understanding and skills year on year. We use a scheme called 'Teaching SRE with Confidence' by the Christopher Winter Project. Our curriculum is set out as per Appendix 1.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

### **6. Delivery of RSE**

All teachers will have responsibility for planning and delivering RSE. Teaching assistants may provide additional support for children with special educational needs.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Within RSE children will develop confidence in talking, listening and thinking about sex and relationships. To achieve this, various teaching strategies will be used, including:

- Establishing ground rules with pupils;
- Using 'distancing' techniques (eg. Case studies)
- The provision of a 'question box' during each planned session
- Dealing with children's questions in an appropriate manner
- Using discussion and appropriate materials; and role play
- Encouraging reflection.

RSE will be delivered during the summer term – parents/carers will be informed of the exact dates prior to delivery.

## **Dealing with questions**

As with any topic children will ask questions during RSE to further their understanding. Due to the sensitive nature of the topic teachers will employ strategies to ensure that questions are asked and answered in an appropriate way. Through the use of ground rules at the start of sessions children will be reminded that personal questions are not appropriate. They will also be introduced to the 'question box'. Teachers will explain that if a pupil has a question they are to write it down and put it into the question box. This allows the teacher time to ensure questions are answered in an appropriate and factual way with reference to the age and maturity of the class.

Teachers may feel that it is not appropriate to answer some questions in front of the whole group – the question will then be addressed on an individual basis with the pupil and in some cases with parents/carers. All staff will be mindful of their safeguarding role and will follow the relevant school procedures if a question raises concerns of this nature.

Teachers will use the following strategies to deal with unexpected questions:

- If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and may research the question later.
- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises concerns about sexual abuse the teacher should acknowledge it and promise to attend to it on an individual basis.

Sometimes children may ask questions about issues that are not part of the planned programme, this may show that the taught curriculum is not meeting their needs. This will be fed back to the Coordinator as part of the evaluation and monitoring process.

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

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

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## **7. Roles and responsibilities**

### **7.1 The Governing Board**

The Governing Body will approve the RSE policy, and hold the Headteacher to account for its implementation.

### **7.2 The Headteacher**

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 section 8).

### **7.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

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

The staff member responsible for the overview and coordination of RSE at Hayes School is Debbie Torpey.

#### **7.4 Pupils**

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

#### **8. Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

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

#### **9. Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

#### **10. Monitoring arrangements**

The delivery of RSE is monitored by Debbie Torpey. The RSE policy and curriculum will be reviewed annually.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. Teacher assessment will influence RSE planning as will the evaluation of the programme by pupils and staff. Support and training will be offered as appropriate.

This policy will be reviewed by the Full Governing Body at least annually and as requirements change.

Appendix 1: Curriculum map  
Christopher Winter schemes here

# Reception

## Family and Friendship

### Scheme of Work

**Word Box:** Friendship, kindness, happy, sad, shy, feelings, lonely, sorry, angry, family, mum, dad, brother, sister, grandma, grandad, stepmum, stepdad, foster mum, foster dad.

Statutory Guidance	Learning Intentions and Learning Outcomes	Title	Resources
<p>Relationships Education Caring friendships (2a,2c) Health Education Mental wellbeing (6b,6c,6g)</p>	<p><b>Learning Intention</b> To recognise the importance of friendship</p> <p><b>Learning Outcomes</b> Know that friendships can make us feel happy Know some ways that we can make new friends feel welcome</p>	<p>Lesson 1 <a href="#">Caring Friendships</a></p>	<p>Elephant glove puppet or toy <a href="#">Pictures of children at school</a></p>
<p>Relationships Education Caring friendships (2d) Health Education Mental wellbeing (6b,6c)</p>	<p><b>Learning Intention</b> To recognise the importance of saying sorry and forgiveness</p> <p><b>Learning Outcomes</b> Know that arguing with friends and then making up can make friendships stronger That resorting to violence is never right</p>	<p>Lesson 2 <a href="#">Being Kind</a></p>	<p>Elephant glove puppet or toy Picture of a crown and art materials to make crowns, i.e. paper or play-doh</p>
<p>Relationships Education Families and people who care for me (1a) Caring friendships (2a) Respectful relationships (3a)</p>	<p><b>Learning Intention</b> To recognise that all families are different</p> <p><b>Learning Outcomes</b> Identify different members of the family Understand how members of a family can help each other</p>	<p>Lesson 3 <a href="#">Families</a></p>	<p>Elephant glove puppet or toy <i>The Family Book</i>, Todd Parr <a href="#">Families pictures</a> Paper and drawing materials</p>



resources

## Growing & Caring For Ourselves Key Stage 1

### Scheme of Work

**Word Box:** Friends, feelings, similar, different, family, boy, girl, male, female, private parts, penis, vulva

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
<p>Relationships Education Respectful relationships (3a,3e) Healthy Education Mental wellbeing (6b,6c)</p>	<p><b>Learning Intention</b> To understand that we are all different but can still be friends <b>Learning Outcomes</b> Know that we can be friends with people who are different to us</p>	<p>Lesson 1 <a href="#">Different Friends</a></p>	<p>Talking object Story bag containing an elephant puppet (or the elephant picture) and a school jumper or shirt if the school has one. Paper and coloured pencils.</p>
<p>Key Stage 1 Science - Identify, name, draw and label the basic parts of the human body</p>	<p><b>Learning Intention</b> To discuss how children grow and change <b>Learning Outcomes</b> Understand that babies need care and support Know that older children can do more by themselves</p>	<p>Lesson 2 <a href="#">Growing and Changing</a></p>	<p>Talking object Story bag containing <a href="#">Pictures of newborn babies</a>, <a href="#">Lifecycle picture cards</a>, <a href="#">Lifecycle word cards</a>, <a href="#">Lifecycle whiteboard summary</a></p>
<p>Relationships Education Families and people who care for me (1a,1b,1c,1d,1f) Caring friendships (2e) Respectful relationships (3a,3e) Being Safe (5d,5e) Health Education Mental wellbeing (6b,6c)</p>	<p><b>Learning Intention</b> To explore different types of families and who to ask for help To identify who can help when families make us feel unhappy or unsafe <b>Learning Outcomes</b> Know there are different types of families Know which people we can ask for help</p>	<p>Lesson 3 <a href="#">Families and Care</a></p>	<p>Talking object Story bag - containing a ball and a school jumper <a href="#">Families pictures</a> <i>The Family Book</i>, Todd Parr</p>

### Scheme of Work

**Word Box:** Similar, different, sex, gender roles, stereotypes, boy, girl, male, female, private parts, penis, vulva

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
<p>Relationships Education Respectful relationships (3a,3g) Key Stage 1 Science - Identify, name, draw and label the basic parts of the human body</p>	<p><b>Learning Intention</b> To introduce the concept of gender stereotypes To identify differences between males and females</p> <p><b>Learning Outcomes</b> Understand that some people have fixed ideas about what boys and girls can do Describe the difference between male and female babies</p>	<p><b>Lesson 1</b> <a href="#">Differences</a></p>	<p>2 large PE hoops <a href="#">Boy/Girl/Everyone labels</a> Bag of objects and clothing to explore male and female stereotypes or <a href="#">Pictures of objects and clothing</a> <a href="#">Clothed Babies picture cards</a> <a href="#">Clothed Babies whiteboard summary</a> <a href="#">Pictures of newborn babies</a> Suggested reading: <i>Pearl Power and the Toy Problem</i>, Mel Elliott <i>Julian is a Mermaid</i>, Jessica Love <i>Are you a boy or are you a girl</i>, Sarah Savage and Fox Fisher <i>Princess Smartypants</i>, Babette Cole <i>William's Doll</i>, Charlotte Zolotow <i>Amazing Grace</i>, Mary Hoffman and Caroline Binch</p>
<p>Relationships Education Respectful relationships (3a) Key Stage 1 Science - Notice that animals, including humans, have offspring that grow into adults</p>	<p><b>Learning Intention</b> To explore some of the differences between males and females and to understand how this is part of the lifecycle</p> <p><b>Learning Outcomes</b> Describe some differences between male and female animals Understand that making a new life needs a male and a female</p>	<p><b>Lesson 2</b> <a href="#">Male and Female Animals</a></p>	<p>Talking object <a href="#">Pictures of male and female animals</a> <a href="#">Cats and Kittens worksheet</a> Anatomically correct toy farm animals</p>
<p>Key Stage 1 Science -Identify, name; draw and label the basic parts of the human body</p>	<p><b>Learning Intention</b> To focus on sexual difference and name body parts</p> <p><b>Learning Outcomes</b> Describe the physical differences between males and females Name the different body parts</p>	<p><b>Lesson 3</b> <a href="#">Naming Body Parts</a></p>	<p>2 large PE Hoops <a href="#">Hoop labels</a> <a href="#">Body Parts picture cards</a> <a href="#">Female x-ray picture</a> <a href="#">Body Parts worksheet</a> Suggested reading: <i>Shapesville</i>, Andy Mills <i>It's OK to be Different</i>, Todd Parr</p>

## Valuing Difference and Keeping Safe Key Stage 2

### Scheme of Work

**Word Box:** Stereotypes, gender roles, similar, different, male, female, private parts, penis, testicles, vulva, vagina, uterus, family, fostering, adoption, relationship

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
<p>Relationships Education Respectful relationships (3a)</p>	<p><b>Learning Intention</b> To identify that people are unique and to respect those differences To explore the differences between male and female bodies</p> <p><b>Learning Outcomes</b> Know and respect the body differences between ourselves and others Name male and female body parts using agreed words</p>	<p>Lesson 1 <a href="#">Body Differences</a></p>	<p><i>It's OK to be different</i>, Todd Parr <a href="#">Pictures of male and female bodies</a> <a href="#">Body Difference matching cards</a></p> <p>Additional Activities <i>Cinderella's Bum</i>, Nicholas Allan <i>Shapesville</i>, Andy Mills</p>
<p>Relationships Education Caring friendships (2e) Respectful relationships (3b,3d,3f) Being safe (5a,5b,5c,5d,5f,5g)</p>	<p><b>Learning Intention</b> To consider appropriate and inappropriate physical contact and consent</p> <p><b>Learning Outcomes</b> Understand that each person's body belongs to them Understand personal space and unwanted touch</p>	<p>Lesson 2 <a href="#">Personal Space</a></p>	<p><a href="#">PANTS cards</a> <a href="#">Unwanted Touch scenarios</a></p> <p>Additional Activities <i>It's my body - a book about body privacy</i>, Louise Spilsbury and Mirella Mariani</p>
<p>Relationships Education Families and people who care for me (1a,1b,1c,1d,1f) Being safe (5d,5f,5g, 5h)</p>	<p><b>Learning Intention</b> To explore different types of families and who to go to for help and support</p> <p><b>Learning Outcomes</b> Understand that all families are different and have different family members Identify who to go to for help and support</p>	<p>Lesson 3 <a href="#">Help and Support</a></p>	<p><a href="#">Families pictures</a> <a href="#">Who can I talk to? worksheet</a> <i>The Family Book</i>, Todd Parr</p> <p>Additional Activities <i>Tell Me Again About The Night I Was Born</i>, Jamie Lee Curtis <i>Who's in a Family?</i> Robert Skutch <i>Happy Families</i>, Allan Ahlberg <i>Spark Learns to Fly</i>, Judith Faxon <i>Stranger Danger</i>, Anne Fine</p>

### Scheme of Work

**Word Box:** Puberty, lifecycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotional, feelings

#### Statutory Guidance

Health Education  
Changing adolescent body (8a)  
Key Stage 2 Science  
- describe the life process of reproduction in some plants and animals

#### Learning Intentions and Learning Outcomes

**Learning Intention**  
To explore the human lifecycle  
To identify some basic facts about puberty  
**Learning Outcomes**  
Understand that puberty is an important stage in the human lifecycle  
Know some changes that happen during puberty

#### Lesson Title

Lesson 1  
[Changes](#)

#### Resources

[Lifecycle whiteboard summary](#)  
[Body Parts Bingo cards](#)  
[Bingo Flash cards](#)  
[Body Changes pictures](#)  
[Lifecycle Quiz slides](#)  
[Lifecycle Quiz answers](#)  
**Additional Activities**  
[Babies and Children worksheet](#)

Health Education  
Mental wellbeing (6a,6b,6c,6d,6f)  
Health Education  
Changing adolescent body (8a, 8b)  
Menstruation (9a)  
Key Stage 2 Science  
- describe the life process of reproduction in some plants and animals  
-describe the changes as humans develop to old age

**Learning Intention**  
To explore how puberty is linked to reproduction  
**Learning Outcomes**  
Know about the physical and emotional changes that happen in puberty  
Understand that children change into adults to be able to reproduce if they choose to

Lesson 2  
[What is Puberty?](#)

Bag containing spot cream, deodorant, shaving foam, menstrual pads/tampon, a love heart  
[Puberty Card Sort](#)  
[Puberty Card Sort whiteboard summary](#)  
[Body Changes worksheet](#)  
[Puberty Changes Teacher Guide](#)

**Suggested Reading**  
*Where Willy Went*, Nicholas Allan  
*Hair in Funny Places*, Babette Cole

Relationships Education  
Caring friendships (2b,2c,2d,2e)  
Respectful relationships (3a,3b,3d,3e,3f,3h)  
Online relationships (4b,4d)

**Learning Intention**  
To explore respect in a range of relationships  
To discuss the characteristics of healthy relationships  
**Learning Outcomes**  
Know that respect is important in all relationships including online  
Explain how friendships can make people feel unhappy or uncomfortable.

Lesson 3  
[Healthy Relationships](#)

[Healthy Friendships cards](#)  
[Relationship pictures](#)  
Online Respect and Self-Respect video  
<https://www.youtube.com/watch?v=mZtXwLzllpk>

# Year 5

## Puberty Key Stage 2

### Scheme of Work

**Word Box:** Puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, sexual feelings

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
<p>Health Education Mental wellbeing (6c, 6d, 6f.) Changing adolescent body (8a, 8b) Menstruation (9a)</p>	<p><b>Learning Intention</b> To explore the emotional and physical changes occurring in puberty</p> <p><b>Learning Outcomes</b> Explain the main physical and emotional changes that happen during puberty Ask questions about puberty with confidence</p>	<p>Lesson 1 <a href="#">Talking About Puberty</a></p>	<p><a href="#">Puberty Changes Teacher Guide</a> <a href="#">Puberty Changes worksheet</a> <a href="#">Reproductive System slides</a> <a href="#">Pupil Questions template</a></p>
<p>Health Education Changing adolescent body (8a, 8b) Menstruation (9a)</p>	<p><b>Learning Intention</b> To understand male and female puberty changes in more detail</p> <p><b>Learning Outcomes</b> Understand how puberty affects the reproductive organs. Describe what happens during menstruation and sperm production</p>	<p>Lesson 2 <a href="#">The Reproduction System</a></p>	<p><a href="#">Reproductive System slides</a> <a href="#">Puberty Changes Teacher Guide</a> Menstrual cycle animation <a href="#">Male Changes Powerpoint</a> <a href="#">Puberty Card Game</a> <a href="#">Puberty Card Game answer sheet</a> <a href="#">Puberty Card Game whiteboard summary</a> Model materials: spaghetti(fallopian tubes) and poppy seeds (eggs) Selection of menstrual product (tampons, pads, liners, re-usables) Pupil questions from Lesson 1 Additional Activities <a href="#">What is the Menstrual Cycle? cards</a> <a href="#">What is the Menstrual Cycle? whiteboard summary</a> <a href="#">Menstruation Card Game</a> <a href="#">Menstruation Card Game whiteboard summary</a></p>
<p>Health Education Mental wellbeing (6a, 6b, 6c, 6d, 6e, 6f.) Changing adolescent body (8a, 8b) Menstruation (9a)</p>	<p><b>Learning Intention</b> To explore the impact of puberty on the body and the importance of physical hygiene</p> <p>To explore ways to get support during puberty</p> <p><b>Learning Outcomes</b> Explain how to keep clean during puberty Explain how emotions/relationships change during puberty Know how to get help and support during puberty</p>	<p>Lesson 3 <a href="#">Puberty Help and Support</a></p>	<p>Kim's Game items and a cloth to cover them (see lesson plan) <a href="#">Kim's Game Teacher Guide</a> <a href="#">Year 5 Puberty Problem Page</a> <a href="#">Year 5 Puberty Problem Page cut-outs</a> <a href="#">Year 5 Problem Page Teacher Guide</a> Pupil questions from Lesson 1 Additional Activities <a href="#">Puberty Bingo cards</a></p>



## Puberty, Relationships and Reproduction Key Stage 2

### Scheme of Work

**Word Box:** Womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy, communication, personal/private information, internet safety

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
<p><b>Health Education</b> Mental wellbeing (6c,6d,6f,6g,6i,6j) Changing Adolescent body (8a,8b)</p>	<p><b>Learning Intention</b> To consider puberty and reproduction <b>Learning Outcomes</b> Describe how and why the body changes during puberty in preparation for reproduction Talk about puberty and reproduction with confidence</p>	<p>Lesson 1 <a href="#">Puberty and Reproduction</a></p>	<p><b>Resources</b> <a href="#">Puberty Changes Teacher Guide</a> <a href="#">Puberty Body Part cards</a> <a href="#">Reproduction questions sheet</a> <a href="#">Reproduction answer cards</a> <a href="#">Reproduction whiteboard summary</a></p> <p><b>Additional Activities</b> <a href="#">Year 6 Puberty Problem Page</a> <a href="#">Year 6 Puberty Problem Page Cut-outs</a> <a href="#">Year 6 Puberty Problem Page Teacher Guide</a></p>
<p><b>Relationships Education</b> Families and people who care for us (1a,1b,1d,1f) Caring friendships (2a,2b,2c) Respectful relationships 3b,3d,3h) Being safe (5a,5b,5c,5d,5e)</p>	<p><b>Learning Intention</b> Exploring the importance of communication and respect in relationships <b>Learning Outcomes</b> Explain differences between healthy and unhealthy relationships Know that communication and permission seeking are important</p>	<p>Lesson 2 <a href="#">Communication in Relationships</a></p>	<p><a href="#">Communication and Touch cards</a> <a href="#">Pupil Questions template</a></p>
<p><b>Relationships Education</b> Families and people who care for us (1c,1d,1e) <b>Key Stage 2 Science</b> - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to parents</p>	<p><b>Learning Intention</b> To consider different ways people might start a family <b>Learning Outcomes</b> Describe the decisions that have to be made before having children Know some basic facts about conception and pregnancy</p>	<p>Lesson 3 <a href="#">Families, Conception and Pregnancy</a></p>	<p><a href="#">Couple pictures</a> <a href="#">How does a baby start? cards</a> (one set per group) <a href="#">How does a baby start? whiteboard summary</a> Pupil Questions from previous lesson - typed</p> <p><b>Additional Activities</b> <a href="#">Conception and Pregnancy statements</a> <a href="#">Conception and Pregnancy Quiz</a> <a href="#">Conception and Pregnancy Quiz Answers</a> <a href="#">Reproductive System slides</a></p>
<p><b>Relationships Education</b> Online relationships (4a,4b,4c,4d,4e) Being safe (5a,5b,5d,5e,5g,5h) Mental wellbeing (6h,6i)</p>	<p><b>Learning Intention</b> To explore positive and negative ways of communicating in a relationship <b>Learning Outcomes</b> To have considered when it is appropriate to share personal/private information in a relationship To know how and where to get support if an online relationship goes wrong</p>	<p>Lesson 4 <a href="#">Online Relationships</a></p>	<p><a href="#">Relationship Question cards</a> <a href="#">Communication Scenario cards</a> <a href="#">Communication Scenarios answers</a> <a href="#">Communication Scenarios whiteboard summary</a></p> <p><b>Additional Activities</b> Film clip from <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a></p>



## Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <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> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<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, sharing interests and experiences and support with problems and difficulties</li> <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>
Respectful relationships	<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>

TOPIC	PUPILS SHOULD KNOW
Online relationships	<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>
Being safe	<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> <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>

### Appendix 3: 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	(Include notes from discussions with parents and agreed actions taken).