



The Shade Primary School

RSE Policy Relationship & Sex Education Policy

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1. Context

This Relationships and Sex Education Policy must be read in conjunction with our PSHE Policy.

1.1 Definition of Relationships and Sex Education

At The Shade Primary School, Relationships and Sex Education is learning about emotional, social and physical aspects of our lives, about ourselves and our relationships. It enables pupils to develop essential life skills for building and maintaining positive, enjoyable and respectful relationships. It equips pupils with information and skills they need to understand themselves, their peers and people they meet in the wider community. It explores risks, choices, rights, responsibilities and attitudes. It will help pupils to develop skills to keep themselves and others safer, physically and emotionally, both on and off line. Relationships and Sex Education enables pupils to explore their own attitudes and those of others respectfully.

1.2 Background

The Education Act 2002 sets out the statutory duties which all schools, are required to meet: 'Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life'

The DfE released statutory guidance in June 2019 under sections 34 and 35 of the Children and Social Work Act 2017. The guidance covers Relationships and Sex Education (RSE), Relationships Education and Health Education. This new guidance replaces the DfE Sex and Relationships Education Guidance from 2000.

Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics.

1.3 Statutory requirements

As a primary academy, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We don't 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. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're 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](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

We comply with the terms set out in our funding agreement and articles of association.

At The Shade Primary school, we teach RSE as set out in this policy.

1.4 Aims of Relationships and Sex Education

RSE will complement other subjects such as Science, Computing (online safety), RE and PE. RSE has a key part to play in the personal, social, moral and spiritual development of young people. It begins informally in the home with parents and carers long before any formal education takes place at school.

Through the delivery of Relationships and Sex Education, we intend to further our school's aims of providing a curriculum which is relevant to the needs of pupils, both now and in the future. It will enable pupils to develop knowledge, skills and attitudes which enhance their personal and social development and wellbeing. This will have a direct, positive effect on their progress and achievement in school.

All adults in school will work towards achieving these aims for Relationships and Sex Education, in ways appropriate to their age and stage of development.

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

- Provide a framework in which sensitive discussions can take place through strong interpersonal and communication skills
- 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
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Develop confidence in talking, listening and thinking about feelings and relationships
- Encourage pupils to understand about the range of relationships, including the importance of family for the care and support of children
- Explore the consequences of their actions and behave responsibly within relationships
- Develop their ability to keep themselves and others safe, physically and emotionally, both on and off line
- Develop their self-esteem and sense of responsibility
- Teach pupils how they can protect themselves and ask for help and support

1.5 Context of Wider PSHE

We deliver Relationships and Sex Education (RSE) as part of our wider provision of Personal, Social, Health and Economic Education (PSHE), which also includes statutory Health Education.

The aims of Relationships and Sex Education and Health Education are further supported by interventions, extracurricular and enrichment activities we provide. Examples include the implementation of a whole school therapeutic behaviour policy (Cambridgeshire Therapeutic Thinking), Children's Mental Health Week, Y6 buddy system, Eco-Warriors, Junior Travel Ambassadors, School Council and Bikeability. The Youth & Wellbeing worker offers weekly support to children with specific needs as well as a drop-in lunchtime session.

2. Implementing Our Policy

2.1 Inclusion

At The Shade Primary School, we understand the importance of ensuring that all children in our school receive their entitlement to RSE. We will carefully consider special education needs or disability, gender identity, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering RSE. In relation to nationality, gender identity, sexual orientation, religion and cultural diversity, we value the diversity of our pupils and, in addressing different views and beliefs, seek to promote empathy, tolerance, respect and understanding. In order to ensure the RSE curriculum meets the needs of all:

- We will not promote one particular lifestyle or type of relationship over another.
- We will not seek to gain consensus but will accept and celebrate diversity.
- We respect individual rights and choices in relation to sexual identity, sexual orientation and gender identity.
- We will encourage respect and discourage abuse and exploitation.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.
- In relation to those with special educational needs or disability, we will review our RSE policy to ensure that provision is made for those with additional needs.

We will consider:

- Their level of vulnerability.
- Their need to learn and demonstrate appropriate behaviour.
- Their need to develop self-esteem and positive body image.
- The need to involve all staff, including ancillary staff and carers, in policy development, planning and training.
- The management of personal care.
- Clarity about sources of support for pupils.

2.2 Equality

The [Equality Act 2010](#) has special resonance in Relationships and Sex Education. Through this area of learning we seek to develop key interpersonal skills such as respect and empathy which enable pupils to understand the rights and responsibilities we all have towards one another. The protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We will ensure that our provision of Relationships and Sex Education is not only equally accessible and inclusive for all pupils and family members with protected characteristics, but also that it reduces discrimination, advances equality of opportunity and encourages good relations between different groups. In order to ensure that Relationships and Sex Education meets the needs of all:

- We will reflect a range of lifestyles and family structures so that all children see themselves and their families reflected back in the lessons giving them a sense of belonging.
- Where there are different cultural or religious views about families, relationships or behaviours, we will share these to ensure children see their family views represented.
- We will not seek to gain consensus, but will accept, respect and celebrate diversity.
- We will, as appropriate, ensure that a variety of views and beliefs are reflected back to pupils.
- In order to ensure that children of all genders can access information they need, we will teach in mixed gender groups wherever possible.
- We will encourage respect and discourage abusive and exploitative relationships.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

2.3 Safeguarding

We understand the importance of high-quality Relationships and Sex Education as we fulfil our statutory safeguarding duties. Relationships and Sex Education enables pupils to understand about mutual, consensual and reciprocated relationships. Teaching about 'Family and Friends' and 'Anti-bullying' enables us to fulfil our statutory duty to prevent 'peer-on-peer' abuse. In the case of RSE and Personal Safety, we recognise that effective teaching may alert children to what is appropriate and inappropriate behaviour (including inappropriate sexual behaviour) and that there is an increased possibility that a disclosure relating to abuse may be made. We are also aware that teaching children the correct and accurate names of the reproductive organs can enable children to make clear and accurate disclosures. All staff are aware of the Safeguarding and Child Protection procedures and will report disclosures or concerns to the Designated Safeguarding Lead (DSL) immediately.

2.4 Development of the Policy

This policy has been developed in consultation with pupils, staff, governors and parents/carers. The consultation period followed the provision of information about the duties and statutory elements which have to be included in Relationships and Sex Education. It has also included gathering views on needs and priorities for the school community. All views expressed by pupils, staff, governors and parents/carers about the policy have been considered. The final decision on policy and delivery has been made by the school, having listened to the needs and views of the school community.

2.5 Consulting on our Policy

Further consultation with parents/carers and pupils will be carried out when the policy is reviewed, which happens at least every 2 years.

3. Involving the Whole School Community

3.1 Working with Staff

Teachers have a duty to deliver statutory areas of the curriculum and all teachers will be supported to develop their skills in delivering Sex Education. We will discuss relevant issues and staff concerns and, where appropriate, arrange training to enable staff members to feel confident in delivering the various aspects of Relationships and Sex Education. We will also encourage the sharing of good practice. Those with special responsibility for the development of Relationships and Sex Education can request opportunities to consult with advisors and attend external training courses.

3.2 Engaging with Pupils

We will involve pupils in the evaluation and development of their Relationships and Sex Education in ways appropriate to their age. We will seek opportunities to discuss children's views about the content of their PSHE lessons (e.g. through School Council or pupil voice).

3.3 Working with the Advisory Body

This policy has been developed with the Advisory Body's involvement, so that they are able to fulfil their statutory duties. It is the responsibility of the Advisory Body to ensure, through consultation, that the Relationships and Sex Education Policy reflects the needs and views of our community. In order to facilitate this process, the Relationships and Sex Education Policy will appear annually on the agenda of one Advisory Body's meeting. The policy will be available on the Trust's website. A link member from the Advisory Body for PSHE (including Relationships and Sex Education) will be nominated.

It is the role of the Advisory Body to ensure that:

- pupils make progress in Relationships and Sex Education in line with the expected educational outcomes
- the subject is well led, effectively managed and well planned
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in a way which is accessible to all
- clear information is given to parents/carers
- the subject is resourced and taught in a way which enables the school to fulfil statutory requirements.

3.4 Communicating with Parents and carers

Parents and carers are the first educators of their children about relationships, emotions, empathy, respect and growing up. We recognise that many children like to receive information about relationships from their parents and carers in addition to their learning in school. Therefore, we seek to work in partnership with parents and carers when planning and delivering Relationships and Sex Education. We will encourage this partnership by:

- Sharing details of our curriculum on our website.
- Informing parents and carers through our long term plans and weekly updates on Dojo of forthcoming Relationships and Sex Education topics.
- Providing supportive information about parents and carers' role in Relationships and Sex Education.
- Inviting parents and carers to discuss their views and concerns about Relationships and Sex Education at least once annually.
- Signposting parents and carers to sources of support to help them address the needs of their child or build their own confidence in talking about relationships with their children.

4. Curriculum Organisation

4.1 Relationships and Sex Education Curriculum

Our Relationships and Sex Education Curriculum (see appendices) is wholly consistent with the DfE statutory requirements for Relationships and Sex Education and Health Education (2020), National Curriculum (2014), other DfE and Ofsted guidance. We consider Relationships and Sex Education to be a continuous process of learning, which begins before the children enter our school and continues into adulthood. Beginning in Reception, we have planned a curriculum appropriate to each age group with a spiral of progression.

Relationships and Sex Education is learning about:

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

Our PSHE topic structure does not separate delivery of Relationships and Sex Education from Health Education and wider PSHE. We deliver topics which, taking the lead from children's lived experiences, consider related themes including development of knowledge, skills and attitudes in an integrated way.

Relationships and Sex Education will be taught in:

- PSHE through designated lessons, circle time, focused events.
- Other curriculum areas, especially Science, English, RE, P4C, Empathy sessions, PE and computing.
- Enrichment activities, especially our assembly programme, growth mind-set approaches, visits and visitors, social skills groups, involvement in school trips and adventurous activities.

4.2 Curriculum Materials and Resources

We will primarily use the Cambridgeshire Primary Personal Development Programme and the resources recommended within it when planning and delivering Relationships and Sex Education.

We will ensure resources:

- are consistent with our curriculum for Relationships and Sex Education
- relate to the aims and objectives of this policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- are up-to-date in factual content
- are produced by a reputable organisation
- do not show unfair bias e.g. towards a commercial product, religious view point
- avoid racial, gender, sexual, cultural and religious stereotyping
- conform to the statutory requirements for Relationships and Sex Education.

4.3 Safe and Effective Practice

In our school we have a clear Safeguarding and Child Protection Policy, which is shared with staff, pupils and parents/carers. This policy is communicated to parents/carers. The policy states that:

- Staff are unable to offer absolute confidentiality.
- We will reassure children that staff will act in their best interests and that this may involve sharing information if the child is at risk of harm.
- Children will be told if information is to be shared (taking special care with very young children or those with significant special needs) and will be offered appropriate support.

Answering Questions:

We acknowledge that sensitive and complex issues will arise in Relationships and Sex Education, as pupils will naturally ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content. As a first principle, we will answer questions relating to the planned curriculum for that age group or below to the whole class. We will answer questions relating to areas beyond the planned curriculum for that age group, in a sensitive and age appropriate way, only to the pupil/s who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed, whether they wish to

answer it, they will seek guidance from the PSHE leader/Designated Safeguarding Lead. In some cases, the question will reach beyond the planned curriculum and the question will not be answered in school. When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where the question indicates the need for pastoral support, the conversation will be deferred to a time outside the teaching session and other colleagues may be involved. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, coercion or exploitation, teachers will pass this information to the DSL in line with the school Safeguarding policy.

4.4 Assessment, Recording, Reporting

Relationships and Sex Education will be assessed in a variety of ways, including the use of self-assessment and teacher assessment. Guidance provided in the Cambridgeshire Primary PDP will be used.

5. Sex Education Policy

5.1 Definition of Sex Education

Following guidance from the DfE, we define Sex Education as learning about 'how a (human) baby is conceived and born'. This extends the learning about sexual reproduction in 'some plants and animals' required through the science national curriculum. It also complements the statutory requirement to teach about puberty as part of Science and Health Education, as understanding sexual reproduction in humans enables children to understand the processes of puberty.

5.2 Consultation about Sex Education

We have taken into account the Department for Education's recommendation that all primary schools have a sex education programme and we understand that this is not statutory. In consultation with parents, we will offer a programme tailored to the needs and physical and emotional maturity of our pupils.

5.3 Content of Sex Education

The content of our sex education programme can be found in the Appendices. The teaching of conception and birth will take place in Year 6.

5.4 Delivery of the Sex Education Curriculum

Sex Education will be delivered through PSHE by a teacher who knows the needs of the children. Each year parents/carers will be informed about the content of the curriculum in advance of teaching and will be invited to talk to staff if they have questions. In the final year of primary school, parents will be offered support in talking to their children about sex education and how to link this with what is being taught in school. Teachers will be offered support to develop their skills where needed.

5.5 Right to be excused from sex education

Parents/carers have the right to request that their child be excused from some or all of sex education as part of statutory RSE but not Relationships Education. Before granting any such request the Head Teacher will discuss the request with the parent/carer to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The educational, social and emotional benefits for the child of being part of the lessons will also be discussed. We will consider compromise arrangements which will enable the child to receive Sex Education at school (e.g. same sex teacher, same sex teaching group). A record will be made of the outcome of the discussion. We will offer support to parents/carers who wish to deliver sex education at home. If a pupil is excused from Sex Education, we will ensure that the pupil receives

appropriate, purposeful education during the period of withdrawal. The parents/carers will be asked to reconfirm their decision to withdraw their children from sex education each time a sex education element is planned for their child.

6. Monitoring, Review and Evaluation

Monitoring, review and evaluation of the Policy is the responsibility of the PSHE Leader/Head Teacher. The Advisory Body will ask for information relating to the effectiveness of the policy when it is monitored every year. Information will be gathered from the Head Teacher, the PSHE Leader parents/carers and pupils to inform judgements about effectiveness. The policy will be comprehensively reviewed with engagement from members of the school community every two years, or sooner if an issue or incident occurs which warrants it.

7. Appendices

7.1 Our Relationships and Sex Education Curriculum (including sex-education)

Appendix 1: Curriculum Plans

Key Stage One

<p>Statutory Science Curriculum</p>	<ul style="list-style-type: none"> • Year 1 Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • Year 2 Notice that animals, including humans, have offspring which grow into adults. • Year 2 Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • Year 2 Describe the importance for human exercise, eating the right amounts of different types of food and hygiene. 	
<p>Non-statutory PSHE Curriculum most relevant to RSE (PSHE Assoc 2013)</p>	<ul style="list-style-type: none"> • About the process of growing from young to old and how people's needs change. • About growing and changing and new opportunities and responsibilities that increasing independence may bring. • The names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls. 	<ul style="list-style-type: none"> • About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings. • The importance of and how to maintain personal hygiene • How some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others.
<p>The following section gives the questions our children will engage with as part of our planned RSE provision. These are taken from the Cambridgeshire Primary Personal Development Programme (CPPDP) Framework from Year 1/2. These areas will be covered using the CPPDP Units Sex and Relationships SR1 and SR2. Those in bold text are directly linked to the statutory elements of the National Curriculum for Science.</p>		
<p>Knowledge (PSHE)</p>	<p>Skills (PSHE)</p>	<p>Attitudes (PSHE)</p>
<ul style="list-style-type: none"> • What are the names of the main parts of my body? • How can I keep my body clean? • How can I stop common illnesses and diseases spreading? • How do babies change and grow? • What do babies and children need? 	<ul style="list-style-type: none"> • What can my body do? • How have I changed since I was a baby? • What are my responsibilities now I'm older? 	<ul style="list-style-type: none"> • Do I understand how amazing my body is? • When am I in charge of my actions and my body?

Below are questions children will engage with as part of our wider wellbeing programme in other taught areas of PSHE

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> • What are risky situations and how can I keep myself safer? • What healthy choices can I make? • What are some of the similarities and differences between me and others? • Who looks after me and what are their responsibilities? • Do I understand what good and bad secrets might be? 	<ul style="list-style-type: none"> • Can I name some different feelings? • How can I stand up for myself? • How can I negotiate to sort out disagreements? • Can I describe what a friend is and does? • How do I cope when friendships change? 	<ul style="list-style-type: none"> • How do my feelings and my actions affect others? • Who is in my family and how do we care for each other? • Can I recognize and describe 'yes' and 'no' and 'I'm not sure' feelings?

This section shows the Learning Objectives which will be covered using the Cambridgeshire Primary Personal Development Programme Units SR1 and SR2

<ul style="list-style-type: none"> • To recognise the main external parts of the bodies of humans, including agreed names for sexual parts. • To know how to keep themselves clean. • To understand importance of basic hygiene practices, e.g. washing their hands, using a tissue and how these prevent the spread of disease. • To know that humans produce babies that grow into children and then into adults. • To understand the needs of babies and young children. 	<ul style="list-style-type: none"> • To describe what their bodies can do. • To consider the ways they have changed physically since they were born. • To consider their responsibilities now and compare these with when they were younger. 	<ul style="list-style-type: none"> • To understand that they have a responsibility for their body's actions and that their body belongs to them. • To appreciate how amazing their body is.
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Lower Key Stage 2: Year 3 and 4

Statutory Science Curriculum	<ul style="list-style-type: none"> Year 1 Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Year 2 Notice that animals, including humans, have offspring which grow into adults. Year 2 Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Year 2 Describe the importance for human exercise, eating the right amounts of different types of food and hygiene. 	
Non-statutory PSHE Curriculum most relevant to RSE (PSHE Assoc 2013)	<ul style="list-style-type: none"> To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. To recognise their increasing independence brings increased responsibility to keep themselves and others safe. That bacteria and viruses can affect health and that following simple routines can reduce their spread. 	<ul style="list-style-type: none"> That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media. How their body will change as they approach the move through puberty. To recognize how images in the media do not always reflect reality and can affect how people feel about themselves. About human reproduction.
<p>The following section gives the questions our children will engage with as part of our planned RSE provision. These are taken from the Cambridgeshire Primary Personal Development Programme (CPPDP) Framework from Year 3/4. These areas will be covered using the CPPDP Units Sex and Relationships SR3 and SR4. Those in bold text directly linked to the statutory elements of the National Curriculum for Science.</p>		
Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> How are males and females different and what are the different parts called? What are the main stages of the human life cycle? How do different illnesses and diseases spread and what can I do to prevent this? 	<ul style="list-style-type: none"> Why is it important to keep clean? What am I responsible for now and how will this change? What can I do for myself to stay clean and how will this change in the future? 	<ul style="list-style-type: none"> What can my body do and how is it special? How do parents and carers care for babies? What does it mean to be 'grown-up'?
<p>This section shows the Learning Objectives which will be covered using the Cambridgeshire Primary Personal Development Programme Units SR3 and SR4.</p>		
<ul style="list-style-type: none"> To understand the physical difference 	<ul style="list-style-type: none"> To understand the benefits of carrying our regular personal hygiene routines. 	<ul style="list-style-type: none"> To value their own body and recognize its uniqueness.

<p>between males and females</p> <ul style="list-style-type: none"> • To recognise the main external parts of the bodies of humans, including the scientific names for sexual parts. • To understand the main stages of the human life cycle: birth, baby, child, adolescent, adult, middle age, old age, death. • To understand a range of ways illness and disease, e.g. colds, chickenpox, headlice, might spread and how they are able to reduce this. 	<ul style="list-style-type: none"> • To consider their responsibilities and how these have change in the future. • To consider who is responsible for their personal hygiene now, and how this will change the future. 	<ul style="list-style-type: none"> • To consider the responsibilities that parents and carers have for babies and children. • To investigate perceptions of being 'grown up'.
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Below are questions children will engage with as part of our wider wellbeing programme in other taught areas of PSHE.

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> • What risks are there to my safety, my friendships and my feelings? • What are some of the different lifestyles and beliefs people might have? • What changes have I already experienced, and might I experience in the future? 	<ul style="list-style-type: none"> • To understand the benefits of carrying out regularly personal hygiene routines. • To consider their 	<ul style="list-style-type: none"> • How can I have a healthy lifestyle? • How am I changing as I grow up?

Upper Key Stage 2: Year 5 and 6:

These are taken from the Cambridgeshire Primary Personal Development Programme (CPPDP) Framework from Year 5/6. These areas will be covered using the CPPDP Units Sex and Relationships SR5 and SR6.

Those in bold text are directly linked to the statutory elements of the National Curriculum for Science.

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> • What are males and female sexual parts called and what do they do? • What happens to the bodies of boys and girls when they reach puberty? • How can the spread of bacteria and viruses be spread? • What is HIV? (ref. 'Sex and Relationships' OFSTED 2002) (HM 433) • How are babies made? 	<ul style="list-style-type: none"> • How can I keep my growing body and changing body clean? • How can I express my feelings positively as I grow up? • What should adults think about before they have a baby? 	<ul style="list-style-type: none"> • What influences my view of my body? • What are families like? • When am I responsible for how others feel?
<p>This section shows the Learning Objectives which will be covered using the Cambridgeshire Primary Personal Development Programme Units SR5 and SR6.</p>		
<ul style="list-style-type: none"> • To identify male and female sexual parts and describe their functions. • To know appropriate terminology for use in different situations. • To know and understand about the physical changes that take place at puberty, why they happen and how they manage them. • To understand that physical change happens to people at different rates for different people. • To know and understand that safe routines can stop the spread of viruses (including HIV) and bacteria. • To know about the facts of the human lifecycle, including sexual intercourse. 	<ul style="list-style-type: none"> • To know about new aspects of personal hygiene relevant to puberty. • To be able to recognise their changing emotions with friends and family and be able to express their feelings and concerns positively. • To have a basic awareness of responsible parenting choices. 	<ul style="list-style-type: none"> • To understand how the media, families and friends can influence attitudes towards their bodies. • To consider how they have some responsibility for the feelings and wellbeing of others. • To consider the need for trust and live in marriage and established relationships. To understand and respect a wide range of family arrangements, e.g. second marriages, fostering, same sex, partners, extended families.

Below are questions children will engage with as part of our wider wellbeing programme in other taught areas of PSHE.

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> • What are the different consequences for taking physical, social and emotional risks? • What does being healthy mean and what are the benefits? • How are my friendships and relationships changing? 	<ul style="list-style-type: none"> • How do I manage strong emotions? • How do I recognize how other people feel and respond to them? • How can I share my views effectively and negotiate with others to reach agreement? 	<ul style="list-style-type: none"> • How can I show respect for different views, lifestyles and beliefs? • What can I do when I realise, I'm in a bad mood? • When am I responsible for my own personal safety?

Appendix 2: RSE letter Templates

Years 1 and 2

Dear Parent/Carer,

Re: Relationships and Sex Education (RSE)

As part of our curriculum this term we will be teaching 'Relationships and Sex Education' (RSE). This work forms part of this term's programme of Personal Social and Health Education (PSHE), which we deliver throughout the school. The topic covers elements of Science and PSHE as well as Relationships Education.

Year group	Relationship, Sex and Education RSE content to be covered this term.	Science curriculum objectives: Animals including Humans.
Year 1 and 2	<ul style="list-style-type: none">• External parts of the body• Valuing the body• Personal hygiene• Babies to children to adults• Growing up• Changing responsibilities	<p><u>Year 1:</u> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p><u>Year 2:</u> Notice that animals, including humans, have offspring which grow into adults.</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>

Our RSE Unit of Work is based on the Cambridgeshire PSHE Scheme of Work which includes the statutory guidance issued by the Government in September 2020 on Relationships Education, Relationships and Sex Education (RSE) and Health Education. PSHE lessons are planned according to the children in the class so that it is sensitive and relevant. We have carefully reviewed the resources we use to support our teaching, to ensure they are appropriate to the age and needs of the children.

The children will be taught by members of the school staff that are familiar to them and are well placed to deal with any issues arising.

Children cannot be withdrawn from the elements of Sex and Relationships Education which are included in the statutory National Curriculum for Science or Relationships Education. If you would like to discuss any issues relating to our work on Sex and Relationships, or to find out more about the lessons, please contact your child's class teacher.

Kind regards,

Years 3 and 4

Dear Parent/Carer,

Re: Relationships and Sex Education (RSE)

As part of our curriculum this term we will be teaching 'Relationships and Sex Education' (RSE). This work forms part of this term's programme of Personal Social and Health Education (PSHE), which we deliver throughout the school. The topic covers elements of Science and PSHE as well as Relationships Education.

Year group	Relationship, Sex and Education RSE content to be covered this term.	Science curriculum objectives: Animals including Humans.
Year 3 and 4	<ul style="list-style-type: none"> • Differences between males and females • Valuing the body • Responsibilities for hygiene • Stages of human life • Sperm+egg=baby • Being a grown up • My responsibilities • Parents and carers' responsibilities 	<p><u>Year 3:</u> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p><u>Year 4:</u> Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>

Our RSE Unit of Work is based on the Cambridgeshire PSHE Scheme of Work which includes the statutory guidance issued by the Government in September 2020 on Relationships Education, Relationships and Sex Education (RSE) and Health Education. PSHE lessons are planned according to the children in the class so that it is sensitive and relevant. We have carefully reviewed the resources we use to support our teaching, to ensure they are appropriate to the age and needs of the children.

The children will be taught by members of the school staff that are familiar to them and are well placed to deal with any issues arising.

Children cannot be withdrawn from the elements of Sex and Relationships Education which are included in the statutory National Curriculum for Science or Relationships Education. If you would like to discuss any issues relating to our work on Sex and Relationships, or to find out more about the lessons, please contact your child's class teacher.

Kind regards,

Years 5 and 6

Dear Parent/Carer,

Re: Relationships and Sex Education (RSE)

As part of our curriculum this term we will soon be teaching 'Relationships and Sex Education' (RSE). This work forms part of this term's programme of Personal Social and Health Education (PSHE), which we deliver throughout the school. The topic covers elements of Science and PSHE as well as Relationships Education.

Year group	Relationship, Sex and Education RSE content to be covered this term.	Science curriculum objectives: Animals including Humans/Living things and their habitats.
Year 5 and 6	<ul style="list-style-type: none"> • Names of reproductive organs and parts. • Puberty • Physical change • Menstruation • Developing body image • Changing hygiene routines • Viruses and bacteria • Human lifecycle • Human sexual reproduction • Changing emotions • Responsibility for others • Love, marriage and families 	<p><u>Year 5:</u> Describe the changes as humans develop to old age</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life process of reproduction in some plants and animals.</p> <p><u>Year 6:</u> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans</p>

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Children cannot be withdrawn from the elements of Sex and Relationships Education which are included in the statutory National Curriculum for Science or Relationships Education.

If you would like to discuss any issues relating to our work on Sex and Relationships, or to find out more about the lessons, please contact your child's class teacher.

There will be a meeting held on XXXXXX for your child's class teacher to share further information about the resources and lessons planned to deliver this part of the PSHE curriculum. If you would like to come, please sign up on..... It is asked that children do not attend this meeting.

If you have any questions or would like to speak to your child's teacher, please do not hesitate to do so.

Kind regards