

LOVE, COURAGE & RESPECT
Learning and Achieving Through Love, Courage and Respect

BRIGHSTONE C.E. PRIMARY SCHOOL



PSHE, Relationships and Sex Education Policy

Date Agreed: July 2020

Review Date: July 2021

Revision Record

Revision No.	Date Issued	Prepared By	Approved	Comments
3	January 2015	KH	FGB	
4	2016		FGB	Reviewed
4	2018	LI and BR	FGB	Reviewed
5	June 2020	RL & LA		Rewritten in line with the new DfE Statutory Guidance 2020 and Diocesan guidance June 2020

DEFINITION

PSHE and RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, their bodies, puberty, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

PSHE and RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

AIMS AND KEY PRINCIPLES

Our Christian values underpin our ethos: every child is valued and encouraged to achieve their full potential, and where every member of our school community is encouraged to respect and value each other. Wherever possible, we make close links between our school values, key learning behaviours, worships and our PSHE curriculum.

Our PSHE, Relationships and Sex Education programme is an essential element of the planned broad, balanced school curriculum, in which we aim to:

- Provide a structure and climate within the school in which each pupil can develop a positive self-image with a developing sense of responsibility for themselves and others
- 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
- Combat ignorance, anxiety and misinformation and educate against discrimination and prejudice
- Help pupils understand that they have rights and should have control over their body and to develop the ability to make informed choices, decisions, regardless of conflict and pressure

- Present PSHE and RSE in a sensitive, objective and balanced manner, acknowledging that pupils come from backgrounds that reflect differing values, cultures religious beliefs and experiences.

Through this, we aim to ensure that every child has the opportunity to:

- Develop socially, emotionally, intellectually, spiritually, morally, culturally and physically
- Develop self-awareness, positive self-esteem, self-confidence, positive attitudes, positive self-image, positive and healthy relationships and essential life skills
- Value themselves and others
- Develop the ability to make informed choices, gaining experiences and developing responsibilities for their future
- Provide an appropriate and accurate language with which to talk about themselves growing and changing
- Make and act on informed decisions
- Communicate effectively and work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy individuals, in mind and body

Our Relationships and Sex Education is planned as part of the school’s Personal, Social, and Health Education programme to reflect the ages and needs of the pupils and to ensure that every pupil will receive equal, appropriate access. We use the Christopher Winter scheme of work (5th edition 2020) to support this programme. Our Relationships and Sex Education programme is planned to provide opportunities for the children to develop an understanding of their own and other’s sexuality and to develop skills that promote and maintain positive relationships. Sexuality is an integral part of everyone’s personality of who they are physically, how they feel emotionally, how they perceive themselves and how others perceive them in terms of gender and expectations.

STATUTORY REQUIREMENTS

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the Science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

In teaching PSHE and RSE, we must follow the Equality Act 2010.

At Brighstone CE Aided Primary School we teach RSE as set out in this policy.

Church of England Guidelines

The content of the PSHE and RSE curriculum is age appropriate and offers a progressive sequence of learning in line with the guidance (2020) and charter (November 2019) for RSE from the Church of England (see Appendix 1).

As a Church of England school, we ensure that our PSHE and RSE curriculum protects, informs and nurtures all pupils. We aim to differentiate between factual teaching (biology, medicine,

the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values, recognising that these sometimes merge.

The DfE Guidance states:

‘In all schools, when teaching these subjects, the religious background of all pupils must be taken into account when planning teaching, so that the topics that are included in core content in the guidance are appropriately handled. Schools must ensure they comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.’

‘All schools may teach about faith perspectives. In particular, schools with a religious character may teach distinctive faith perspective on relationships, and balance debate may take place about issues that are seen as contentious.’

At Brighstone, we will avoid giving the impression that there is a single position on such issues between Christian denominations or even within the Church of England. Other legal forms of marriage should be presented as legitimate with acknowledgement that there are many forms of happy family structures.

POLICY DEVELOPMENT

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

1. Review – a working group gathered all relevant information including specific national and local guidance
2. Staff and governors consultation – all school staff and key governors with responsibility for PSHE and RSE were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any other interested parties were invited to offer their feedback and suggestions about the policy
4. Pupil consultation – through discussion within a sample group, we investigated what exactly pupils want from their PSHE and RSE curriculum.
5. Once all stakeholders had been consulted, the policy was finalised and ratified by governors.

CURRICULUM CONTENT

Our PSHE, Relationships and Sex Education curriculum will provide information that is easy to understand, relevant and appropriate to the age and maturity of the children. The curriculum will promote the exploration and clarification of values and attitudes.

PSHE

Our PSHE curriculum for each year group is set out as per Appendix 2 but this may need to be adapted as and when necessary. PSHE focuses on teaching the following aspects:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating

- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

These are addressed and taught through PSHE, RSE, Science, Computing and PE (see Appendix 3).

PSHE (which includes Relationships and Sex Education) is taught weekly through a planned programme of work that follows the Jigsaw PSHE programme. Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and differentiated where necessary, and key learning behaviours are promoted. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (puzzle) at the same time. This enables each puzzle to start with an introductory collective worship, generating a whole school focus for adults and children alike.

There are six puzzles in Jigsaw that are designed to progress in sequence from September to July. Each puzzle has six pieces (lessons) which work towards an 'end product', for example, The School Learning Charter (within 'Being Me in My World') or The Garden of Dreams and Goals (within 'Dreams and Goals').

Each piece has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today); and one is based on emotional literacy and social skills (covering the SEAL learning intentions but also enhanced). The enhancements mean that Jigsaw is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

Every piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group.

For children in Reception, the lesson plans clearly identify the Early Learning Goal (ELG) and the Development Matters levels (D4 - D6) that will be that session's focus. Every plan has child-initiated and adult-led activity ideas for both the indoor and outdoor learning environment.

Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

Jigsaw Content		
Term	Puzzle name	Content
Autumn 1:	Being Me in My World	Includes children understanding their place in the class, school and global community, as well as devising Learning Charters for each class and for the whole school
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices

Summer 1:	Relationships	Includes understanding friendships, family and other relationships, conflict resolution and communication skills
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of looking at change (we use the Christopher Winter Project for this piece of the puzzle, alongside content from this Jigsaw piece)

Opportunities for linking aspects of PSHE with other areas of the curriculum and school life are also identified and developed through:

- Special themed events; e.g. Safer Internet Day, Anti-Bullying Week, and Mental Health Awareness Week
- Specific Hive activities that involve teamwork, communication and problem solving (at Brighstone children sometimes work in mixed-year house teams called 'Hives')
- Taking part in fund-raising opportunities like Sport Relief, Children in Need, World Book Day, and Down's Syndrome Day
- Community events such as singing at the Christmas Tree Festival and at the local residential home, Shorwell Country Dancing, Armistice Day, Harvest Festival, and BHS horticultural shows

RSE

RSE is taught within the PSHE curriculum and aspects are taught within other areas of the curriculum; e.g. Science and Computing. Advice can be obtained from the school nurse when requested; this may also include leading sessions for the pupils.

Relationships education is taught annually during the late summer term, which is developed from year to year in greater depth. We use the Christopher Winter Project (5th edition 2020) and is set out as per Appendix 2 alongside the relevant puzzle piece from Jigsaw.

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

(See Appendix 5)

Primary sex education focuses on:

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

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. Staff are also mindful that some children may have a different structure of support around them (for example, looked after children or young carers).

CURRICULUM DELIVERY

In line with our Teaching and Learning Policy, a range of teaching strategies will be used to ensure that learning is purposeful, active and exciting. Inclusivity is part of the philosophy of Jigsaw and The Christopher Winter Project. All pupils work within a safe, secure climate to be able to explore their own and others' attitudes, values and skills.

Lessons will be highly interactive where each pupil has planned and unplanned opportunities for learning which will enable them to work to their full potential. The written, scheduled curriculum for a year group may be subject to change or adaptation depending on circumstances and context. For example:

- A child in Y3 arrives new to the school with same sex parents
- Parents of a child in Y4 express a wish for their child to present as a different gender

These contexts would require the taught curriculum to reflect the context and reality of the class group; therefore, adjustments would need to be made to the planned curriculum. We will contact the Diocesan Education team for notification and advice when such circumstances occur.

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital to successful and effective teaching and learning within this subject. Each class will establish ground rules based on the following:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass if we don't want to speak
- We only use names when giving compliments or when being positive

Weekly Jigsaw learning happens in Reception as soon as the children start school and links are made with other learning opportunities for personal, social and emotional development. In KS1 and KS2 PSHE lessons are part of the weekly timetable. Links to other aspects of learning are made where possible and appropriate, and specific events and activities are planned into the school year to enrich this learning. Teachers will choose the method most appropriate for their whole class to meet the objectives of the lesson. All classes use circle time to promote and discuss issues within PSHE and citizenship. Children's personal reflections are recorded in their Jigsaw Journals where appropriate and whole class work, including some discussions where appropriate, is recorded in the class Jigsaw Jumbo Journal.

We have a buddy system (Prayer Partners) that involve lunchtimes, playtimes and Hive activities. This also extends into the curriculum itself; for example, reading and listening to stories.

Our school council is very much involved in collecting opinions and feeding back ideas on how we can improve our school and aspects of school life.

SEND

At Brighstone CE Primary, we endeavour to ensure that our PSHE and RSE curriculum is accessible for all pupils, and this is particularly important when planning teaching for pupils with special educational needs and disabilities. To meet the specific needs to pupils at different

developmental stages, teachers ensure that teaching is differentiated and personalised where necessary and appropriate to ensure accessibility. Pupils who have EHCPs and require extra PSHE/RSE work have personalised activities on specific areas to meet their needs.

Staff are aware that some pupils may be more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Due to this, PSHE and RSE can be particularly important subjects for these pupils, and this is taken into consideration in teaching these subjects.

ROLES AND RESPONSIBILITIES

At Brighstone CE Aided Primary School, we believe that a ‘shared’ understanding of approach amongst governors, staff, parents and pupils is essential with the above principles as detailed at the start of the policy.

The governing board

The governing board will approve the PSHE and RSE policy, and hold the headteacher to account for its implementation. There is a named governor with specific responsibility for PSHE and RSE.

The headteacher

The headteacher is responsible for ensuring that PSHE and RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 8).

PSHE/RSE subject leader

The PSHE/RSE subject leader is responsible for creating and developing the curriculum with staff, in consultation with the headteacher and the governors. They are also responsible for supporting staff with its delivery and monitoring its implementation and impact.

Staff

Staff are responsible for:

- Delivering PSHE and RSE in a sensitive way
- Modelling positive attitudes to PSHE and RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be excused from the [non-statutory/non-science] components of RSE

Staff do not have the right to opt out of teaching PSHE and RSE. Staff who have concerns about teaching these subjects are encouraged to discuss this with the headteacher/subject leader. All teaching staff teach PSHE and RSE to their particular year group and support staff should not have the responsibility for teaching sex education.

Guidelines for staff:

- Acknowledgement should be made of the children’s different starting points
- The work should be integrated within the curriculum and be mainly undertaken by the class teachers in conjunction with appropriate external agencies where applicable (e.g. school nurse team)
- The views of parents and governors will always be considered
- Ground rules for PSHE/RSE will be developed with the whole class each year, referred to regularly and the pupils encouraged to follow them. This will need to

- include agreement as a class about confidentiality and anonymity
- Staff will use distancing techniques such as anonymous questions, case studies and problem pages to help pupils avoid personalising issues
- Adults leading sessions should admit if they do not know the answer and find out the answer later; for instance: ‘That is a really interesting question and I need a little time to think because I want to give you the correct answer.’
- If a child’s question doesn’t relate to the learning content for their year group, or comes outside the scope of this policy, staff members will respond in an appropriate manner, or agree to discuss it with the child individually later, rather than with the whole class, and will inform parents and the HT/subject leader of this conversation where appropriate. In all cases, responses should be fully informed and accurate so children don’t attempt to seek answers online, or develop misconceptions
- If members of staff are aware of common misconceptions that arise as the units are taught, they inform the HT/subject leader who will decide how best to address this; e.g. through the amending of the curriculum, planning extra sessions or involving support from outside agencies.

Pupils

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

WORKING WITH PARENTS

Brighstone C.E. Aided Primary School wishes to promote a partnership approach between home and school so that every child has the optimum opportunity for personal growth, development and success. Fostering a ‘supportive’ environment that helps children cope with the physical and emotional changes of growing up, and developing positive and safe relationships is crucial to PSHE and RSE.

Parental support and involvement is encouraged by:

- Informing parents of the PSHE and Relationships and Sex Education Policy and curriculum content via the school website and via a letter sent to parents each year informing them of the content of the RSE sessions for their child in the second half of the summer term
- Disseminating information about the school’s PSHE and RSE schemes of work and related curriculum units in our half termly topic webs and long term plans for PSHE and RSE
- Staff and governors being sensitive to the needs of all parents and pupils, especially those from religious/cultural groups, who may not feel comfortable with aspects of the sex education curriculum
- Ensuring the PSHE and RSE resources, including any DVDs to be shown to children, are available on request
- School PSHE and RSE complements and supports the role of parents. Home/School partnerships should always be encouraged to ensure that these are a shared responsibility.
- All pupils will be offered sex education with age-appropriate content in order to learn about their development in relation to others.

Parents' right to excuse their children

From September 2020, parents do not have the right to excuse their children from relationships education. However, parents have the right to excuse their children from the [non-statutory/non-science] components of sex education within RSE.

Requests for being excused should be put in writing using the form found in Appendix 6 of this policy and addressed to the headteacher. The headteacher will discuss the request with parents and take appropriate action. A copy of these requests will be placed in the pupil's educational record.

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

TRAINING

Training on PSHE and RSE is included in our continuing professional development calendar. The headteacher and/or PSHE/RSE subject lead will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE where needed.

TEACHING SENSITIVE AND CONTROVERSIAL ISSUES

It is expected that sensitive and controversial issues will arise when learning from real-life experiences. Staff will be prepared to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Staff will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Staff will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence.

Staff will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

LESBIAN, GAY, BISEXUAL AND TRANSGENDER (LGBT)

At Brighstone CE Primary School, we will ensure that all pupils understand the importance of equality and respect, and that we comply with the relevant provisions of the Equality Act 2010, under which sex, sexual orientation and gender reassignment (including those who have not undergone medical procedures) are amongst the protected characteristics. Parents will be informed when potentially sensitive issues are to be, or have been, discussed in class.

We will ensure that all of our teaching is sensitive and age appropriate in approach and content. We encourage children to be respectful of all choices, including LGBT, and this respect is fully integrated throughout our programmes of study. We also use a range of materials and case studies that reflect the different groups in society, and the additional Y5 unit in The Christopher Winter Project 'Respect and Equality' specifically focuses on the importance of respecting others

even when they are different to themselves and how we can all take positive steps to support equality.

The Church's Pastoral Advisory Group has recently developed the following principles as the basis for all good practice. These principles can be used as a resource, in an age-appropriate manner, to inform and shape the way that we all relate to one another and the care we offer to LGBT people and others who find themselves excluded from our communities:

- Acknowledge prejudice
- Speak into silence
- Address ignorance
- Cast out fear
- Admit hypocrisy
- Pay attention to power

In making decisions about what is age appropriate when discussing LGBT issues, we will consider the following:

- Age appropriateness
- If a child can frame a question, then that child deserves a legitimate answer, especially with regard to being honest about the law
- Specifics of the local context may change previous decisions about age appropriateness; e.g. same sex parents joining the school community or pupils self-identifying with the LBGT community.

Whatever the decision on age appropriateness, LGBT content should be fully integrated into the programme of study rather than delivered as a stand-alone unit or lesson.

ANSWERING DIFFICULT QUESTIONS AND SENSITIVE ISSUES

Staff members are aware that views around PSHE and RSE related issues are varied. However, while personal views are respected, all PSHE and RSE issues are taught without bias using Jigsaw and The Christopher Winter Project. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal PSHE and RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered straightaway, and can be addressed individually later. Our school believes that individual teachers must use their skill and discretion in this area and refer to the headteacher, PSHE/RSE subject lead or the designated safeguarding lead where necessary.

It is important that children feel able to ask any questions that they wish and that their questions are valued. We will allow children to raise questions, and this can either be directly to the teacher, within a circle time setting, or using the "AskIt Basket" system. As part of this system, children can write questions and post them in the box. Questions can be graded into red, amber, green. Green questions can be addressed to all the children in the class, amber questions addressed to a few/group of children and red questions may need addressing on a one to one basis or referring back to parents.

Where appropriate, some classes use systems to enable children to voice their concerns; e.g. a Worry Box.

Possible responses to questions that could be used include:

- 'I read that... / I saw on telly that... / research suggests that...'
- 'That is something that may be covered later on, in a different year group.'
- 'I can't answer that question, but you could ask your parents/carers.'
- 'I will find out for you and let you know in the next lesson.'

Our school believes that PSHE and RSE should meet the needs of all pupils, regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. If and when it arises, homophobic bullying is dealt with strongly yet sensitively according to the circumstances, in conjunction with the Anti-bullying Policy and Behaviour Policy. The school will liaise with parents/carers on this issue to reassure them of the content and context.

COMPLAINTS PROCEDURE

If you have any cause for concern about the PSHE and Relationships and Sex Education Policy, please come into school to resolve the problem as soon as possible with the class teacher initially and, if necessary, the headteacher. In the unlikely event that the concern cannot be dealt with, the Complaints Policy will be followed.

ASSESSMENT

Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and group participation. Children will be encouraged to talk about and reflect on their own experiences in class discussions that are handled in an appropriate and non-intrusive way. Children will have the option of listening to others without contributing their own thoughts and experiences if they so wish, and no child will be made to talk if they feel uncomfortable. Every child has a Jigsaw Journal that will follow them through their time at school, and their responses are also recorded in the Jigsaw Jumbo Journal, as we acknowledge that children can verbalise more fluently than they can write. As well as being a record of their learning, it will also be used as an assessment tool.

CONFIDENTIALITY AND CHILD PROTECTION ISSUES

Where possible, a child's confidentiality is maintained by the teacher or member of staff concerned. However, if this person believes that the child is at risk or in danger, they record it on MyConcern, which is sent to the Safeguarding Team who will take appropriate action as laid down in the Safeguarding Policy. All staff members are familiar with the policy and know the identities of the Safeguarding Team. The child will be supported by identified staff throughout the process.

Brighstone CE Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The Safeguarding Policy and procedures are available on our website and provide comprehensive information regarding all forms of child exploitation.

MONITORING AND REVIEW

The headteacher and school staff will work alongside the governors in all decision-making regarding the PSHE and RSE policy and implementation referring to DfE guidelines.

The delivery of PSHE and RSE is monitored by Mrs Lucy Aram (PSHE/RSE subject lead) through:

- Planning scrutinies
- Learning walks
- Pupil voice
- Book scrutinies

Class teachers, as part of our internal assessment systems, monitor pupils' development in PSHE and RSE.

This policy will be reviewed annually by the headteacher, the PSHE/RSE subject lead and key governors with responsibility for PSHE/RSE. At every review, the policy will be approved by the Full Governing Body.

This will support the following school policies:

- Single Equalities Policy
- Child Protection Policy
- Safeguarding Policy
- Behaviour Policy
- E-Safety Policy
- RE Policy
- SEND Policy
- Teaching and Learning Policy

SUPPORTING DOCUMENTS

See Appendix 7.

Appendix 1 – Church of England Charter

Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) in Church of England Schools

The Church of England Education Office faith-sensitive and inclusive approach to Relationships Education, Relationships and Sex Education¹ (RSE) and Health Education (RSHE) 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)

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



All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

Some key principles

The Church of England's Pastoral Advisory Group has set out some principles for living well together, accommodating difference and diversity within churches², especially in relation to LGBTI+ people, which provide helpful context and principles for schools.

Church of England schools should ensure that their RSHE³ curriculum protects, informs and nurtures all pupils. It should clearly differentiate between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values, recognising that the distinction can be easily blurred and there needs to be discernment about the manner in which this is taught within a moral (but not moralistic) framework.



¹ Where, after consultation with parents and carers, primary schools decide to include elements of sex education in their curriculum.

² www.churchofengland.org/sites/default/files/2019-02/PAG-PP-website.pdf

³ The rest of this document uses RSHE to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context.

Appendix 1 continued



RSHE should ensure that children are able to cherish themselves and others as unique and wonderfully made, keep themselves safe and able to form healthy relationships where they respect and afford dignity to others⁴. It will provide pupils with the knowledge that will enable them to navigate and contextualise a world in which many will try to tell them how to behave, what to do and what to think. It will help them to develop the skills to express their own views and make their own informed decisions. This is a responsibility that should normally be shared between parents and school.

All schools and academies are required to act within the requirements of the law, including the Equality Act of 2010⁵. The Church of England welcomes, supports and expects the teaching of Relationships and Health Education in all Church of England primary schools. It is up to each primary school to decide whether they wish to choose to teach some aspects of Sex Education but we encourage schools (following consultation with parents) to offer age-appropriate provision. In Church of England secondary schools Relationships, Sex and Health Education will be taught. In all schools where Sex Education is taught parents will have the right to withdraw their children from that part of the curriculum 'other than as part of the science curriculum'.⁶

All schools should approach RSHE in a faith-sensitive⁷ and inclusive way. Such an approach should seek to understand and appreciate differences within and across the teachings of the faith and other communities the school serves. It should afford dignity and worth to the views of pupils from the faith and other communities represented in the school as part of ensuring that the Equality Act of 2010 is applied in the school. It should recognise that there is no hierarchy of protected characteristics in the Equality Act and that sometimes different protected characteristics can be in tension as they cannot necessarily be equally protected at all times.

⁴ SIAMS Evaluation Schedule, page 11. Available at

⁵ Equality Act 2010. Available at www.legislation.gov.uk/ukpga/2010/15/contents

⁶ Relationships Education, Relationships and Sex Education (RSE) and health education 2019. Available at www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education page 18 paragraph 49.

⁷ The use of this term draws on Dr Jo Sell's her recent research 'Relationships and Sex Education: Giving voice to young people of different faiths and none in regard to faith-sensitive relationships and sex education', which is due to be published by UCL.

Appendix 1 continued



A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)⁸

In *[organisation's name]* we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

We commit:

1. **To work in partnership with parents and carers.** This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
2. **That RSHE will be delivered professionally and as an identifiable part of PSHE.** It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.
3. **That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act⁹ and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.
4. **That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.** It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.

⁸ RSHE is used to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context since, after consultation with parents and carers primary schools may decide to include elements of sex education in their curriculum.

⁹ The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

Appendix 1 continued



5. **That RSHE will promote healthy resilient relationships set in the context of character and virtue development.** It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.
6. **That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.** It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.
7. **To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special educational needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality Relationships and Sex Education.
8. **To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

Appendix 2 – Jigsaw curriculum overview

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Appendix 2 continued

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARTT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

Appendix 3 – Physical Health and Mental Wellbeing DfE Statutory Guidance

<p>Mental wellbeing</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
	<ul style="list-style-type: none"> • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
<p>Internet safety and harms</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.

Appendix 3 continued

Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

Appendix 4 – The Christopher Winter Project scheme of work

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



Scheme of Work		Year 1 Growing & Caring For Ourselves Key Stage 1	
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
Relationships Education Respectful relationships (3a,3e) Healthy Education Mental wellbeing (6b,6c)	Learning Intention To understand that we are all different but can still be friends Learning Outcomes Know that we can be friends with people who are different to us	Lesson 1 Different Friends	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.
Key Stage 1 Science - Identify, name, draw and label the basic parts of the human body	Learning Intention To discuss how children grow and change Learning Outcomes Understand that babies need care and support Know that older children can do more by themselves	Lesson 2 Growing and Changing	Talking object Story bag containing Pictures of newborn babies Lifecycle picture cards Lifecycle word cards Lifecycle whiteboard summary
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)	Learning Intention 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 Learning Outcomes Know there are different types of families Know which people we can ask for help	Lesson 3 Families and Care	Talking object Story bag - containing a ball and a school jumper Families pictures <i>The Family Book</i> , Todd Parr



Appendix 4 continued

Scheme of Work		Year 2 Differences Key Stage 1	
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)</p> <p>Key Stage 1 Science - Identify, name, draw and label the basic parts of the human body</p>	<p>Learning Intention To introduce the concept of gender stereotypes To identify differences between males and females</p> <p>Learning Outcomes Understand that some people have fixed ideas about what boys and girls can do Describe the difference between male and female babies</p>	<p>Lesson 1 Differences</p>	<p>2 large PE hoops Boy/Girl/Everyone labels Bag of objects and clothing to explore male and female stereotypes or Pictures of objects and clothing Clothed Babies picture cards Clothed Babies whiteboard summary Pictures of newborn babies 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)</p> <p>Key Stage 1 Science - Notice that animals, including humans, have offspring that grow into adults</p>	<p>Learning Intention To explore some of the differences between males and females and to understand how this is part of the lifecycle</p> <p>Learning Outcomes Describe some differences between male and female animals Understand that making a new life needs a male and a female</p>	<p>Lesson 2 Male and Female Animals</p>	<p>Talking object Pictures of male and female animals Cats and Kittens worksheet 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>Learning Intention To focus on sexual difference and name body parts</p> <p>Learning Outcomes Describe the physical differences between males and females Name the different body parts</p>	<p>Lesson 3 Naming Body Parts</p>	<p>2 large PE Hoops Hoop labels Body Parts picture cards Female x-ray picture Body Parts worksheet Suggested reading: <i>Shapesville</i>, Andy Mills <i>It's OK to be Different</i>, Todd Parr</p>

C W P
RESOURCES

Scheme of Work		Year 3 Valuing Difference and Keeping Safe Key Stage 2	
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>Learning Intention To identify that people are unique and to respect those differences To explore the differences between male and female bodies</p> <p>Learning Outcomes Know and respect the body differences between ourselves and others Name male and female body parts using agreed words</p>	<p>Lesson 1 Body Differences</p>	<p><i>It's OK to be different</i>, Todd Parr Pictures of male and female bodies Body Difference matching cards Additional Activities <i>Cinderella's Bum</i>, Nicholas Allan <i>Shapesville</i>, Andy Mills</p>
<p>Relationships Education Caring friendships (2e)</p> <p>Respectful relationships (3b,3d,3f)</p> <p>Being safe (5a,5b,5c,5d,5f,5g)</p>	<p>Learning Intention To consider appropriate and inappropriate physical contact and consent</p> <p>Learning Outcomes Understand that each person's body belongs to them Understand personal space and unwanted touch</p>	<p>Lesson 2 Personal Space</p>	<p>PANTS cards Unwanted Touch scenarios 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)</p> <p>Being safe (5d,5f,5g, 5h)</p>	<p>Learning Intention To explore different types of families and who to go to for help and support</p> <p>Learning Outcomes Understand that all families are different and have different family members Identify who to go to for help and support</p>	<p>Lesson 3 Help and Support</p>	<p>Families pictures Who can I talk to? worksheet <i>The Family Book</i>, Todd Parr 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 Foxon <i>Stranger Danger</i>, Anne Fine</p>

C W P
RESOURCES

Appendix 4 continued

Year 4

Growing Up

Key Stage 2

Scheme of Work

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

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
Health Education Changing adolescent body (8a) Key Stage 2 Science - describe the life process of reproduction in some plants and animals	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 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 <i>Where Willy Went</i> , Nicholas Allan <i>Hair in Funny Places</i> , 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=mZtXWlzl1pk

resources

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

resources

Appendix 4 continued

Year 6

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



Appendix 5 – Statutory requirements

By the end of primary school pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>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</p> <p>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</p> <p>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</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>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</p>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>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</p> <p>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</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>

Appendix 6 – Parent form: Right to be excused from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for being excused 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			
HT signature			
Date			

Appendix 7 – Supporting documents

1. DFE Guidance – ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education’ 2019. This guidance sets out legal duties with which schools must comply when teaching relationships education, RSE and health education.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

2. The Church of England Vision for Education – ‘Deeply Christian, Serving the Common Good’; Autumn 2016. Our church schools must be committed to being welcoming and inclusive communities where all feel included, can learn and flourish, living out Jesus’s promise of ‘life in all its fullness’ (John 10;10), regardless of their family arrangements, beliefs or sexual or gender orientation.

<https://www.churchofengland.org/more/education-and-schools/vision-education>

3. The Equality Act 2010. The Act protects people from discrimination and harassment. It places a duty on educational facilities to be proactive in considering the need to address inequalities.

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

4. Valuing All God’s Children (VAGC) published by the Church of England’s education Office; Summer 2019 (2nd Edition). This document seeks to offer guidance and support in tackling homophobic, biphobic and transphobic bullying in schools.

https://www.churchofengland.org/sites/default/files/2019-07/Valuing%20All%20God%27s%20Children%20July%202019_0.pdf

5. Pastoral Principles for Living Well Together; Church of England; April 2019. These principles help shape the way we all relate to one another. The document can be found here:

<https://www.churchofengland.org/sites/default/files/2019-02/PAG-PP-website.pdf>

6. The Church of England’s Education Office publication, ‘RSHE Principles and Charter’ – This document explores the pastoral principles in more depth and how they relate to delivery of RSE in schools.

https://www.churchofengland.org/sites/default/files/2019-11//RSHE%20Principles%20and%20Charter_0.pdf

7. The Diocese of Winchester & The Diocese of Portsmouth Joint Board of Education: Guidance for schools in developing policy: Relationships & Sex Education & Health Education

8. Advice Document for Schools and Community Groups; Southampton SACRE; Revised January 2020 :

<http://www.youngsouthampton.org/working-with-children/schools-guidance/sacre/local-advice-guidance.aspx>