

**COGNITA**



**Breaside Preparatory School**

**Relationships and Sex Education  
(SRE) Policy**

**September 2021**

# **Relationships and Sex Education (RSE) Policy**

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### **1 Introduction and aims**

The purpose of this policy is to ensure that our Relationships and Sex Education (RSE) and Health Education supports our school ethos and fulfils our school aims, which are defined as:

Breaside Preparatory School's PSHE provision provides pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

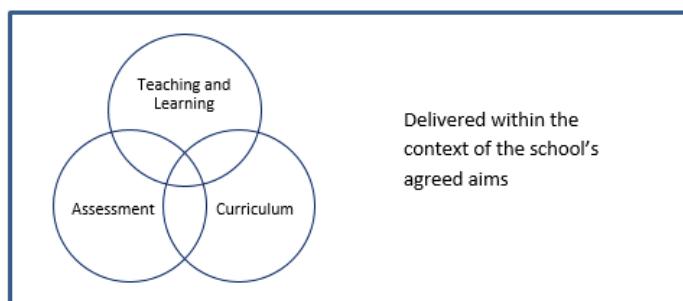
Pupils learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Teaching about mental wellbeing is central to all subjects and a priority of both the school and parents is children's happiness. Children are increasingly experiencing challenges and are at risk of feeling lonely as well as other negative mental emotions. The new subject knowledge outlined in this policy works towards giving children the knowledge and capability that they need to take care of themselves and receive support if problems arise.

Breaside's PSHE provision supports the wider work and ethos of the school in helping pupils to foster a sense of wellbeing and develop resilience and strength of character to ensure that they go on to become happy, successful and productive members of society. We aim to instill in pupils that they are capable of achieving their goals and that they can recover from challenging periods in their lives. PSHE provision encourages the development of personal attributes including kindness, integrity, generosity and honesty.

The knowledge and attributes gained support their own and others' wellbeing and attainment and help our children to go on to become successful and happy young people who make a meaningful contribution to society.

- 1.1 This policy applies to all students, including those in the Early Years.
- 1.2 This policy forms part of the curriculum.
- 1.3 We see the curriculum as, 'The total learning experience for our students, which includes not only the taught lessons but also the routines, behaviours, events, activities and other opportunities that our students experience on a daily, weekly and yearly basis in order to ensure that all of them make the best progress possible and attain high standards'.
- 1.4 A well-structured and coherent curriculum is a fundamental element of the tripartite education that underpins all successful schools and includes Teaching, Learning and Assessment (see model below) and is underpinned by Wellbeing.



The aims of RSE at our school are to:

- 1.5 Provide a framework in which sensitive discussions can take place.
- 1.6 Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- 1.7 Help students develop feelings of self-respect, confidence and empathy.
- 1.8 Create a positive culture around sexuality and relationships.
- 1.9 Teach students the correct vocabulary to describe themselves and their bodies.
- 1.10 Help students understand that healthy relationships are an important part of wellbeing.

### **2 Statutory requirements**

- 2.1 Our policy follows the statutory guidance given by the government (DfE) and meets the requirements of the Independent School Standards. Aspects of RSE are infused within the day to day operation of our school; incorporated through the curriculum, both in content included in subject schemes of work and through other planned learning opportunities in the school. They are captured in our written aims and expressed in the ethos and behaviours of everyone.
- 2.2 As a Preparatory School, we must ensure that every registered student who is provided with primary education at the school is provided with relationships education, in accordance with section 34 of the Children and Social Work Act 2017 and the Independent School Standards

At Breaside Preparatory School, we teach RSE as set out in this policy.

### **3 Policy development**

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

- Review – The PSHE Lead reviewed all relevant information, including but not limited to, relevant national and local guidance.
- The policy was drafted in accordance with statutory guidance and aligned with the Independent School Regulations/BSO Standards. The school curriculum plans were amended accordingly.
- Staff consultation – school staff were given the opportunity to review the policy and make recommendations.
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy and offer commentary.
- Student consultation – students were consulted with about their RSE lessons in student voice sessions.
- Ratification – once amendments were made, the policy was published.
- Policy review – this policy will be reviewed in June 2022.

### **4 Definition**

- 4.1 RSE is about the emotional, social and cultural development of students, and involves learning about relationships, physical and emotional changes to the body as part of the process of puberty, healthy lifestyles, diversity and personal identity.

Definition of Relationship and Sex Education (RSE): RSE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings. RSE focuses on exploring the emotional, social and physical aspects of growing up, having relationships, engaging in sex, and learning about human sexuality and sexual health.

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain positive relationships. It also enables children and young people to make responsible and informed decisions about their personal physical and mental health and well-being.

- 4.2 RSE involves a combination of sharing information and exploring issues and values.

- 4.3 RSE is not about the promotion of sexual activity, sexual orientation, or a specific sexual identity.

### **5 Curriculum**

- 5.1 Our curriculum is set out in Appendix 1, but we may need to adapt this as and when necessary.
- 5.2 We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students.
- 5.3 Sex education is not compulsory in primary schools. At Breaside Preparatory School, we offer a sex education programme in line with our membership of the Jigsaw programme which allows us to teach age-appropriate sex education to best prepare our children for teenage years and the challenges of secondary school age.
- 5.4 Primary sex education will focus on the following. The grid below shows specific learning intentions for each year group, taken from the 'Changing Me' Jigsaw units taught in the Summer 2 term:

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
1	<i>Piece 4 Boys' and Girls' Bodies</i>	<ul style="list-style-type: none"><li>Identify the parts of the body that make boys different to girls and use the correct names for these</li><li>Respect my body and understand which parts are private</li></ul>
2	<i>Piece 4 Boys' and Girls' Bodies</i>	<ul style="list-style-type: none"><li>Recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of my body are private</li><li>Tell you what I like/don't like about being a boy/girl</li></ul>
3	<i>Piece 1 How Babies Grow</i>	<ul style="list-style-type: none"><li>Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby</li><li>Express how I feel when I see babies or baby animals</li></ul>
	<i>Piece 2 Babies</i>	<ul style="list-style-type: none"><li>Understand how babies grow and develop and understand what a baby needs to live and grow</li><li>Express how I might feel if I had a new baby in my family</li></ul>
	<i>Piece 3 Outside Body Changes</i>	<ul style="list-style-type: none"><li>Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</li><li>Identify how boys' and girls' bodies change on the outside during this growing up process</li></ul>

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		<ul style="list-style-type: none"> <li>• Recognise how I feel about these changes happening to me and know how to cope with those feelings</li> </ul>
	<i>Piece 4 Inside Body Change</i>	<ul style="list-style-type: none"> <li>• Identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up</li> <li>• Recognise how I feel about these changes happening to me and how to cope with these feelings</li> </ul>
4	<i>Piece 2 Having a Baby</i>	<ul style="list-style-type: none"> <li>• Correctly label the internal and external parts of male and female bodies</li> <li>• Understand that having a baby is a personal choice and express how I feel about having children when I am an adult</li> </ul>
	<i>Piece 3 Girls and Puberty</i>	<ul style="list-style-type: none"> <li>• Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</li> <li>• Know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty</li> </ul>
5	<i>Piece 2 Puberty for Girls</i>	<ul style="list-style-type: none"> <li>• Explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally</li> <li>• Understand that puberty is a natural process that happens to everybody and that it will be OK for me</li> </ul>
	<i>Piece 3 Puberty for Boys and Girls</i>	<ul style="list-style-type: none"> <li>• Describe how boys' and girls' bodies change during puberty</li> <li>• Express how I feel about the changes that will happen to me during puberty</li> </ul>
	<i>Piece 4 Conception</i>	<ul style="list-style-type: none"> <li>• Understand conception and how babies are usually made</li> <li>• Understand that sometimes people need IVF to help them have a baby</li> <li>• Appreciate how amazing it is that human bodies can reproduce in these ways</li> </ul>
6	<i>Piece 2 Puberty</i>	<ul style="list-style-type: none"> <li>• Explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally</li> <li>• Express how I feel about the changes that will happen to me during puberty</li> </ul>
	<i>Piece 3 Girl Talk / Boy Talk</i>	<ul style="list-style-type: none"> <li>• Ask the questions I need answered about changes during puberty</li> <li>• Reflect on how I feel about asking the questions and about the answers I receive</li> </ul>
	<i>Piece 4 Babies – conception to birth</i>	<ul style="list-style-type: none"> <li>• Describe how a baby develops from conception through the nine months of pregnancy, and how it is born</li> <li>• Recognise how I feel when I reflect on the development and birth of a baby</li> </ul>
	<i>Piece 5 Attraction</i>	<ul style="list-style-type: none"> <li>• Understand how being physically attracted to someone changes the nature of the relationship</li> <li>• Express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this</li> </ul>

Across all of these topics, our sex education will:

- i. consider the ages, aptitudes and needs of all pupils, including those pupils with SEND/ and an EHC plan;
- ii. not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; and
- iii. ensure that discriminatory, extremist opinions or behaviours are challenged as a matter of routine.

5.5 For more information about our curriculum, see Appendices 1 and 2 and our Curriculum Policy

## 6 Delivery of RSE

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools."

DfE Guidance p.8

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"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

"This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools."

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy."

"These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society."

Secretary of State Foreword DfE Guidance 2019 p.4-5

"Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons."

DfE Guidance p.8

"All schools must have in place a written policy for Relationships Education and RSE."

DfE Guidance p.11

Here, at Breaside Preparatory School we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

This programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

- 6.1 Our RSE is taught as part of our PSHEE curriculum. At Breaside, we support and follow the Jigsaw Curriculum. The Jigsaw PSHEE course is delivered to all students through discrete weekly PSHEE lessons taught by our teachers. There are two 30-minute lessons of taught PSHEE a week, which is supplemented with weekly assemblies, many of which link to key PSHEE objectives and outcomes. Elements of the programme may be supported through the bringing in of additional expertise, such as outside speakers, trained health professionals, or the use of teachers with a particular interest or knowledge in a specific area. In addition to these discrete sessions, PSHEE is also embedded within the curriculum (e.g. social issues through the teaching of English Literature; Health and Reproduction through Biology and PE; Citizenship through History & RPE). There are also centrally organised sessions which supplement the delivery in house such as the annual Cognita Be Well Day.
- 6.2 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

**Please see the table above in section 5.4 for additional information about our sex education provision, which is in addition to the statutory teaching requirements of the Science curriculum.**

### Withdrawal from SRE lessons

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17

Parents/carers have the right to withdraw their children from all or part of the Sex Education provided at school as part of PSHEE curriculum, except for those parts included in statutory National Curriculum Science. Those parents/carers wishing to exercise this right are invited in to see the SRE Coordinator with any concerns and discuss any impact that withdrawal may have on the child. Parents need to put a request for withdrawal in writing. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed. Requests for withdrawal need to be renewed on a yearly basis which is the parents' responsibility. Parents do **not** have the right to withdraw their child from statutory relationships education or from the objectives covered by the Science National Curriculum.

At Breaside Preparatory School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this.

The school will inform parents of this right in writing prior to the Changing Me teaching unit, timetabled for Summer 2 term.

- 6.3 For more information about our RSE curriculum, see Appendices 1&2 and Curriculum Policy.

- 6.4 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, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## **7 Roles and responsibilities**

### **Staff & Governance**

#### **7.1 PSHE Lead Teacher**

The person with responsibility for the overview and yearly evaluation of this policy is Cassie Whaley. However, all staff are responsible for ensuring this policy is implemented and acted on.

When evaluating the use and impact of this policy, our school leaders will evaluate the extent to which there is evidence of a curriculum which:

- Fulfils the aims of the school;
- Embeds aspiration, attributes and the expectation to achieve high standards and high rates of progress; and
- Provides engagement and excitement for learning.

#### **7.2 The Headteacher**

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from the non-statutory sex education components and those RSE components not set out under the National Curriculum for Science (see section 8).

#### **7.3 The Chair of Governors**

The Chair of Governors (Director of Education) will hold the Headteacher to account for the implementation of this policy.

The Chair of Governors will ensure that:

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

#### **7.4 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way;
- Modelling positive attitudes to RSE;
- Monitoring progress;
- Responding to the needs of individual students; and
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory sex education components and those RSE components not set out under the National Curriculum for Science.

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

Those responsible for teaching RSE in our school are EYFS staff and the Infant and Junior Form Tutors who lead the weekly PSHE lessons with their classes. Names and full roles can be found on the school website.

### **8 Students**

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

#### **8.1 Students with Special Educational Needs and Disabilities**

Our curriculum is inclusive and our RSE and Health Education is accessible for all students. For those pupils with special educational needs or specific learning difficulties, the school has a well-established Learning Support department, led by the Head of Learning Support (Emma Goldsmith). Further details of this provision can be found in our Special Educational Needs and Disability (SEND) Policy.

High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

As set out in the SEND code of practice, when teaching these subjects to those with SEND, Breaside Preparatory School is mindful of preparing students for adulthood.

Breaside Preparatory School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors will be taken into consideration in designing and teaching these subjects.

### **9 Parents' right to withdraw**

9.1 If parents require more information on RSE for primary aged children, this is a useful information source of information for them:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812593/RSE\\_primary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf)

9.2 Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory and non-science components of sex education within RSE.

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

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

### **10 Training**

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

10.2 The Headteacher 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.

### **11 Monitoring arrangements**

- 11.1 The delivery of RSE is monitored by Cassie Whaley (PSHE Coordinator) and Gareth Jackson (Deputy Head / Safeguarding Lead) through: work scrutiny, lesson observations, learning walks, informal staff meeting discussions, INSED training – internally and externally provided
- 11.2 Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

## Appendix 1: Curriculum Map

### Relationships and Sex Education Curriculum Map

YEAR GROUP	TERM	TOPIC DETAIL	RESOURCES
KG / PP	Summer 1	<p><b>Relationships:</b></p> <p>I can tell you about my family  I understand how to make friends if I feel lonely  I can tell you some of the things I like about my friends  I know what to say and do if somebody is mean to me  I can use Calm Me techniques and time to manage my feelings  I can work together and enjoy being with my friends</p>	All resources made available through the Jigsaw Programme. Full resources available online at <a href="https://www.jigsawpshe.com/">https://www.jigsawpshe.com/</a> <a href="https://www.pshe-association.org.uk/">https://www.pshe-association.org.uk/</a>
	Summer 2	<p><b>Changing Me:</b></p> <p>I can name parts of my body and show respect for myself  I can tell you some things I can do and some food I can eat to be healthy  I understand that we all start as babies and grow into children and then adults  I know that I will grow and change  I can talk about how I feel moving to Reception  I can remember some fun things that have happened to me this year</p>	
Reception	Summer 1	<p><b>Relationships:</b></p> <p>I can identify some of the jobs I do in my family and how I feel like I belong  I know how to make friends to stop myself from feeling lonely  I can think of ways to solve problems and stay friends  I am starting to understand the impact of unkind words  I can use calming techniques or calm me time to manage my feelings  I know how to be a good friend</p>	All resources made available through the Jigsaw Programme. Full resources available online at <a href="https://www.jigsawpshe.com/">https://www.jigsawpshe.com/</a> <a href="https://www.pshe-association.org.uk/">https://www.pshe-association.org.uk/</a>
	Summer 2	<p><b>Changing Me:</b></p> <p>I can name parts of the body  I can tell you some things I can do and foods I can eat to be healthy  I understand that we all grow from babies to adults  I can express how I feel about moving to Year 1  I can talk about my worries and/or the things I am looking forward to about being in Year 1  I can share my memories of the best bits of this year in Reception</p>	

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YEAR GROUP	TERM	TOPIC DETAIL	RESOURCES
1	Summer 1	<p><b>Relationships</b></p> <p>I can identify the members of my family and understand that there are lots of different types of families  I know how it feels to belong to a family and care about the people who are important to me  I can identify what being a good friend means to me  I know how to make a new friend  I know appropriate ways of physical contact to greet my friends and know which ways I prefer  I can recognise which forms of physical contact are acceptable and unacceptable to me  I know who can help me in my school community  I know when I need help and know how to ask for it  I can recognise my qualities as a person and a friend  I know ways to praise myself  I can tell you why I appreciate someone who is special to me  I can express how I feel about them</p>	All resources made available through the Jigsaw Programme. Full resources available online at <a href="https://www.jigsawshe.com/">https://www.jigsawshe.com/</a>  <a href="https://www.pshe-association.org.uk/">https://www.pshe-association.org.uk/</a>
	Summer 2	<p><b>Changing Me:</b></p> <p>I am starting to understand the life cycles of animals and humans  I understand that changes happen as we grow and that this is OK  I can tell you some things about me that have changed and some things about me that have stayed the same  I know that changes are OK and that sometimes they will happen whether I want them to or not  I can tell you how my body has changed since I was a baby  I understand that growing up is natural and that everybody grows at different rates  I can identify the parts of the body that make boys different to girls can use the correct names for these: penis, testicles, vagina, vulva, anus  I respect my body and understand which parts are private  I understand that every time I learn something new I change a little bit  I enjoy learning new things  I can tell you about changes that have happened in my life  I know some ways to cope with changes</p>	

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YEAR GROUP	TERM	TOPIC DETAIL	RESOURCES
2	Summer 1	<p><b>Relationships:</b></p> <p>I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate</p> <p>I accept that everyone's family is different and understand that most people value their family</p> <p>I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not</p> <p>I know which types of physical contact I like and don't like and can talk about this</p> <p>I can identify some of the things that cause conflict with my friends</p> <p>I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends</p> <p>I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</p> <p>I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this</p> <p>I recognise and appreciate people who help me in my family, my school and my community</p> <p>I understand how it feels to trust someone</p> <p>I can express my appreciation for the people in my special relationships</p> <p>I am comfortable accepting appreciation from others</p>	All resources made available through the Jigsaw Programme. Full resources available online at <a href="https://www.jigsawpshe.com/">https://www.jigsawpshe.com/</a>  <a href="https://www.pshe-association.org.uk/">https://www.pshe-association.org.uk/</a>
	Summer 2	<p><b>Changing Me:</b></p> <p>I can recognise cycles of life in nature</p> <p>I understand that there are some changes that are outside my control and can recognise how I feel about this</p> <p>I can tell you about the natural process of growing from young to old and understand that this is not in my control</p> <p>I can identify people I respect who are older than me</p> <p>I recognise how my body has changed since I was a baby and where I am on the continuum from young to old</p> <p>I feel proud about becoming more independent</p> <p>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis / anus / testicles / vagina / vulva) and appreciate that some parts of my body are private</p> <p>I can tell you what I like/don't like about being a boy/girl</p> <p>I understand that there are different types of touch and can tell you which ones I like and don't like</p> <p>I am confident to say what I like and don't like and can ask for help</p> <p>I can identify what I am looking forward to when I move to Year 3</p> <p>I can start to think about changes I will make when I am in Year 3 and know how to go about this</p>	

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YEAR GROUP	TERM	TOPIC DETAIL	RESOURCES
3	Summer 1	<p><b>Relationships:</b></p> <p>I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females</p> <p>I can describe how taking some responsibility in my family makes me feel</p> <p>I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener</p> <p>I know how to negotiate in conflict situations to try to find a win-win situation</p> <p>I know and can use some strategies for keeping myself safe online</p> <p>I know how to ask for help if I am worried or concerned about anything online</p> <p>I can explain how some of the actions and work of people around the world help and influence my life</p> <p>I understand how my needs and rights are shared by children around the world and can identify how our lives may be different</p> <p>I can empathise with children whose lives are different to mine and appreciate what I may learn from them</p> <p>I know how to express my appreciation to my friends and family</p> <p>I enjoy being part of a family and friendship groups</p>	All resources made available through the Jigsaw Programme. Full resources available online at <a href="https://www.jigsawpshe.com/">https://www.jigsawpshe.com/</a>  <a href="https://www.pshe-association.org.uk/">https://www.pshe-association.org.uk/</a>
	Summer 2	<p><b>Changing Me:</b></p> <p>I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby</p> <p>I can express how I feel when I see babies or baby animals</p> <p>I understand how babies grow and develop in the mother's uterus</p> <p>I understand what a baby needs to live and grow</p> <p>I can express how I might feel if I had a new baby in my family</p> <p>I understand that boys' and girls' bodies need to change so that when they grow up, their bodies can make babies</p> <p>I can identify how boys' and girls' bodies change on the outside during this growing up process</p> <p>I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up</p> <p>I recognise how I feel about these changes happening to me and know how to cope with those feelings</p> <p>I can start to recognise stereotypical ideas I might have about parenting and family roles</p> <p>I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes</p> <p>I can identify what I am looking forward to when I move to Year 4</p> <p>I can start to think about changes I will make next year and know how to go about them</p>	

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YEAR GROUP	TERM	TOPIC DETAIL	RESOURCES
4	Summer 1	<p><b>Relationships:</b></p> <p>I can recognise situations which can cause jealousy in relationships  I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens  I can identify someone I love and can express why they are special to me  I know how most people feel when they lose someone or something they love  I can tell you about someone I know that I no longer see  I understand that we remember people even if we no longer see them  I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends  I know how to stand up for myself and how to negotiate and compromise  I understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older  I understand that boyfriend/girlfriend relationships are personal and special and there is no need to feel pressured into having a boyfriend/girlfriend  I know how to show love and appreciation to the people and animals who are special to me  I can love and be loved</p>	All resources made available through the Jigsaw Programme. Full resources available online at <a href="https://www.jigsawpshe.com/">https://www.jigsawpshe.com/</a>  <a href="https://www.pshe-association.org.uk/">https://www.pshe-association.org.uk/</a>
	Summer 2	<p><b>Changing Me:</b></p> <p>I understand that some of my personal characteristics come from my birth parents and that this happens because I am made from the joining of their egg and sperm  I appreciate that I am a truly unique human being  I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby  I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult  I can describe how a girl's body changes in order for her to be able to have a baby when she is an adult, and that menstruation (having periods) is a natural part of this  I have strategies to help me to cope with the physical and emotional changes I will experience during puberty  I know how the circle of change works and can apply it to changes I want to make in my life  I am confident enough to try to make changes when I think they will benefit me  I can identify changes that have been and may continue to be outside of my control that I learn to accept  I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively  I can identify what I am looking forward to when I move to Year 5  I can reflect on changes I would like to make next year and can describe how to go about this</p>	

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YEAR GROUP	TERM	TOPIC DETAIL	RESOURCES
5	Summer 1	<p><b>Relationships:</b></p> <p>I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities  I know how to keep building my own self-esteem</p> <p>I understand that belonging to an online community can have positive and negative consequences  I can recognise when an online community feels unsafe or uncomfortable</p> <p>I understand that there are rights and responsibilities in an online community or social network  I can recognise when an online community is helpful or unhelpful to me</p> <p>I know that there are rights and responsibilities when playing a game online  I can recognise when an online game is becoming unhelpful or unsafe</p> <p>I can recognise when I am spending too much time using devices (screen time)  I can identify things I can do to reduce my screen time, so my health isn't affected</p> <p>I can explain how to stay safe when using technology to communicate with my friends  I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others</p>	All resources made available through the Jigsaw Programme. Full resources available online at <a href="https://www.jigsawpshe.com/">https://www.jigsawpshe.com/</a>  <a href="https://www.pshe-association.org.uk/">https://www.pshe-association.org.uk/</a>
	Summer 2	<p><b>Changing Me:</b></p> <p>I am aware of my own self-image and how my body image fits into that  I know how to develop my own self-esteem</p> <p>I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally  I understand that puberty is a natural process that happens to everybody and that it will be OK for me</p> <p>I can describe how boys' and girls' bodies change during puberty  I can express how I feel about the changes that will happen to me during puberty</p> <p>I understand that sexual intercourse can lead to conception and that is how babies are usually made  I understand that sometimes people need IVF to help them have a baby  I appreciate how amazing it is that human bodies can reproduce in these ways</p> <p>I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)  I am confident that I can cope with the changes that growing up will bring</p> <p>I can identify what I am looking forward to when I move to Year 6  I can start thinking about changes I will make next year and know how to go about this</p>	

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YEAR GROUP	TERM	TOPIC DETAIL	RESOURCES
6	Summer 1	<p><b>Relationships:</b></p> <p>I know that it is important to take care of my mental health  I understand that people can get problems with their mental health and that it is nothing to be ashamed of  I know how to take care of my mental health  I can help myself and others when worried about a mental health problem  I understand that there are different stages of grief and that there are different types of loss that cause people to grieve  I can recognise when I am feeling those emotions and have strategies to manage them  I can recognise when people are trying to gain power or control  I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control  I can judge whether something online is safe and helpful for me  I can resist pressure to do something online that might hurt myself or others  I can use technology positively and safely to communicate with my friends and family  I can take responsibility for my own safety and well-being</p>	All resources made available through the Jigsaw Programme. Full resources available online at <a href="https://www.jigsawpshe.com/">https://www.jigsawpshe.com/</a>  <a href="https://www.pshe-association.org.uk/">https://www.pshe-association.org.uk/</a>
	Summer 2	<p><b>Changing Me:</b></p> <p>I am aware of my own self-image and how my body image fits into that  I know how to develop my own self-esteem  I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally  I can express how I feel about the changes that will happen to me during puberty  I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born  I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend  I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to  I am aware of the importance of a positive self-esteem and what I can do to develop it  I can express how I feel about my self-image and know how to challenge negative 'body-talk'  I can identify what I am looking forward to and what worries me about the transition to secondary school  I know how to prepare myself emotionally for the changes next year</p>	

### **Appendix 2: By the end of primary school, students should know:**

TOPIC	STUDENTS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"><li>• That families are important for children growing up because they can give love, security and stability</li><li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li><li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li><li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li><li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li><li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li></ul>
Caring friendships	<ul style="list-style-type: none"><li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li><li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li><li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li><li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li><li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li></ul>

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TOPIC	STUDENTS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"><li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li><li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li><li>• The conventions of courtesy and manners</li><li>• The importance of self-respect and how this links to their own happiness</li><li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li><li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li><li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li><li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li></ul>
Online relationships	<ul style="list-style-type: none"><li>• That people sometimes behave differently online, including by pretending to be someone they are not</li><li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li><li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li><li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li><li>• How information and data is shared and used online</li></ul>

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TOPIC	STUDENTS SHOULD KNOW
Being safe	<ul style="list-style-type: none"><li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li><li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li><li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li><li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li><li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li><li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li><li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li><li>• Where to get advice e.g. family, school and/or other sources</li></ul>

### **Appendix 3: Parent form: Withdrawal from sex education within RSE**

<b>TO BE COMPLETED BY PARENTS</b>			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

<b>TO BE COMPLETED BY THE SCHOOL</b>	
Agreed actions from discussion with parents	

### **Appendix 4: DfE RSE Statutory Guidance Suggested Resources**

Link to Annex B (page 46) in DfE Relationship Education, Relationships and Sex Education and Health Education guidance – Suggested resources:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

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<b>Ownership and consultation</b>	
Document sponsor (role)	Group Director of Wellbeing
Document author (name)	Beth Kerr/PSHE Leads
Consultation February 2020	Consultation with the following schools:  Alison Barnett, RSL/Danuta Tomasz, DE
Review – June 2022	

<b>Audience</b>	
Audience	All school staff

<b>Document application and publication</b>	
England	Yes
Wales	Yes
Spain	TBC

<b>Version control</b>	
Implementation date	September 2020
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<b>Related documentation</b>	
Related documentation	Curriculum Policy SEND Policy EAL Policy Prevent Duty Early Years Policy, where relevant Safeguarding and Child Protection Policy and Procedures Independent School Standards