



## Perranporth C P School

# Relationship, Sex and Health Education Policy

Approved: Jan 2024  
Review Date: Jan 2026

### Safeguarding

**Perranporth School is committed to safeguarding and promoting the welfare of all children. We expect all our team members to share this commitment.**

#### **Rationale and Ethos**

At Perranporth School, we create a wide range of positive experiences and opportunities for our infant pupils which centre around health and wellbeing and building positive relationships. We believe in empowering our pupils; giving them the tools and support to enable them to manage their emotions, support their mental health and to make healthy choices. Through every aspect of school life, we aim to promote the spiritual, moral and cultural development of every child, preparing them for the opportunities, responsibilities and challenges that life offers.

We believe it is important for pupils to celebrate the diverse society that we live in as well as embracing their local culture. All families come in different shapes and sizes and we feel that it is important to reflect this. We encourage children to talk positively about their family structure and there is an emphasis on the respect and understanding of family groups and people who contribute to providing children with care, love and support. We ensure that Relationships Education fosters gender equality and LGBTQ+ by reflecting all family groups in an age appropriate manner.

We provide equal opportunities for all children regardless of age, gender, ethnicity, and ability including SEN and for those whom English is a second language. We ensure that the needs of each child are considered when planning and delivering the curriculum to ensure an inclusive environment where every child reaches their potential. Through carefully selected resources from the LifeWise and Medway schemes of work, children will learn about diverse families and relationships.

#### **Definition**

RHSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RHSE involves a combination of sharing information, and exploring issues and values.

RHSE is not about the promotion of sexual activity.

#### **Aims**

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

- Provide a framework in which sensitive discussions can take place

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

This policy is intended to ensure that Relationships and Health Education is taught in an inclusive and age appropriate manner, in consultation with parents, carers and in line with legal and statutory requirements in accordance with:

- 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.
- The Academies Act (2010)
- The Education and Inspections Act (2006)
- The Equality Act (2010)
- Keeping children safe in education- Statutory safeguarding guidance (2019)

### Roles and Responsibilities

It is the responsibility of the Headteacher to ensure that staff and parents are informed about the RSHE policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle difficult issues with sensitivity. The Headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

The RSHE programme will be led by the subject co-ordinator. They are responsible for supporting colleagues in their teaching, keeping them informed of current developments in the subject, and by providing a strategic lead and direction for RSHE. Health professionals and valued members of our community are welcomed into our school to work with us to provide advice and support to our pupils in regard to health education. They are required to work within our RSHE policy.

This policy sets out both the rights of parents/carers to withdraw pupils from sex education (but not Relationships or Health Education) and the process that the school should follow in considering a request from a parent. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

### Curriculum design for RSHE

At Perranporth School we have used **Life-wise** and **Medway** resources to support the development of our RSHE curriculum. Our learning programme is delivered in weekly sessions and a dedicated week in the Summer Term. It is also reinforced in other areas of the curriculum too. As well as encapsulating all the requirements of the National Curriculum, it strengthens children's physical health, educates children about their mental wellbeing, equips children with skills for life, encourages the right values and maintaining a healthy lifestyle and teaches necessary survival skills.



RSHE is very much a part of the school's ethos and values. Alongside our weekly programme, learning opportunities for Relationships and Health Education are embedded within the curriculum taking place in Science, Religious Education, PE and Topic work. These are enhanced in a number of additional ways:

- Children are encouraged to take an active part in school life with a wide variety of extra-curricular activities on offer.
- Visits from people who support in the community, health promotions.
- All pupils in the school will take part in Forest School activities.
- Recognition of British Values through the celebration and recognition of important events
- Recognising current issues around the world and linking them to their own learning.
- School visits and residential trip in Year 6.
- Involvement in charity events with the emphasis on caring for others.
- Recognition of Democracy through discussion of matters relating to school in regular School Parliament meetings.
- Opportunities to develop leadership skills through our Diamond 6 and Y6 responsibilities.

### Sex Education

We believe that teaching Sex Education informs our children about body differences, growing up, body changes and the emotions and feelings that they might have. Specific vocabulary that they learn allows them to keep their bodies safe and empowers them to communicate any concerns that they might have about their own health or safety. It prepares children for their transition to secondary school and life's journey.

We use a combination of LifeWise and Medway resources to teach Relationships Sex Education. An overview of this programme can be seen in [Appendix 1](#), or here: [Whole School RSE SOW.pdf](#). (All PSHE and RSHE planning resources can be seen on the school website: [Perranporth PSHE & RSHE Resources | Perranporth School](#)). Children from Year 1 to Year 6 are taught age-appropriate information using specific and relevant vocabulary. Teaching often links to the Science National Curriculum and other curriculum subjects and topics. All schools providing primary education must teach **relationships education** and **health education** (which includes content on puberty). Parents/carers have the right to withdraw their children from **sex education** after a discussion with the school. This does not include what is taught as part of the science curriculum.

### Relationships Education:

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online too. Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, we will cover how to treat each other with kindness, consideration and respect. By the end of primary school, children will have been taught content on: families and people who care for me; caring friendships; respectful relationships; online relationships; being safe.

### Health Education

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

By the end of primary school, pupils will have been taught content on: mental wellbeing; internet safety and harms; physical health and fitness; healthy eating; facts and risks associated with drugs, alcohol and tobacco; health and prevention; basic first aid; changing adolescent body.

The 32 statements for **Relationship Education** (5 strands) and 35 statements for **Health Education** (8 strands), are covered in our Lifewise supported lessons. See [Appendix 2](#).

### Safeguarding

Teachers are aware that sometimes disclosures may be made during PSHE, RSHE or science lessons; in this case, safeguarding procedures will be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson closes. Teachers will allow the time and appropriate staffing for this to happen. If disclosures occur, the school's safeguarding policy is followed.

### Parents' Right to Withdraw

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory components of sex education within RSHE. Requests for withdrawal should be put in writing using the form found in [Appendix 3](#) of this policy and addressed to the headteacher. When the Headteacher receives a completed form, they will invite the parents/carers to a meeting at which the school's policy will be explained and seek to accommodate the wishes and/or concerns of the parents/carers. If that is not possible, the child will be withdrawn from **S(RE)** and placed in another class where suitable learning and supervision will be provided.

### Monitoring and Evaluating RSHE

The SLT, PSHE and Science leaders will:

- ensure RSE is part of the school's curriculum according to the schemes of work for Science and PSHE curriculum;
- monitor the use of teaching and learning styles;
- monitor the use of teaching materials;
- evaluate the effectiveness of the school's programme.

### Dealing with sensitive issues

Teachers will establish a set of ground rules with their class for discussions. These will take a similar pattern to those already used in the classroom. Where a member of staff is concerned that a Safeguarding issue is arising, it is his/her responsibility to follow the school's Safeguarding policy and routines in this matter.






### Confidentiality and Child Protection/Safeguarding Issues










As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned.

If this person believes that the child is at risk or in danger, she/he talks to the designated Safeguarding Lead who takes action as laid down in the Child Protection & Safeguarding Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.



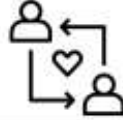


Appendix 1.

**RSE Scheme of Work for RSE Week**  
Perranporth C P School

EYFS/ KS1				
	Reception		Year 1	
Theme	Body Parts	NSPCC- Pantosaurus	My Special People (Medway)	Consent (Lifewise)
Area of Learning				
PSHE (All NC subject content covered)	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>To know and be able to name parts of the body.</li> <li>To understand which parts of our bodies are private.</li> <li>To begin to understand the PANTS rules to keep us safe.</li> </ul>	<p><b>Pupils should be taught:</b></p>  <ul style="list-style-type: none"> <li>To understand the PANTS rules.</li> <li>To understand the difference between good touch and bad touch.</li> <li>To understand that we shouldn't be asked to keep secrets about touch.</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Identify our own special people</li> <li>explain what makes them special to us and why they are important in our lives</li> <li>describe the different ways our special people care for us</li> <li>recognise how we can care for them in return</li> </ul>	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>to understand what consent is</li> <li>to understand that they have the right to make choices about what happens to them</li> <li>to know how to find out if you have consent (ask for consent, listen to the answer)</li> <li>to know who your 'trusted adults' are</li> </ul>
Key questions / knowledge and understanding to be explained Key Knowledge and facts to be recalled	<p><b>Phase 1:</b></p> <p>Tell the children that today we are going to be talking about our bodies and learning about something called the PANTS rule. We are going to be learning about what parts of our bodies are private. Choose a child and draw around them to create a map of the body. Ask the children if they know which parts of the body are private? What does the word 'private' mean? Show the children some labels for the body and read these together. Ask the children if they can help to label the body by placing these words in the correct place. Show the children the words 'penis' and 'vagina'. Does anyone know where these are? Are these 'private'? Demonstrate to the children designing a pair of pants to wear and place these on our body map to cover our private area. Show the children the PANTOSAURUS song and then ask them what they thought of it? What does it mean?</p> <p><a href="#">Talk PANTS &amp; Join Pantosaurus - The Underwear Rule   NSPCC</a></p>		<p><b>RSE SOW YEAR 1 AND YEAR 2</b></p> <p><b>Phase 1: My Special People (Medway)</b></p> <p>Read the story 'Grandfather and I' or watch the video <a href="#">Grandfather and I, read by Shawn Copeland for TTLM "Read Aloud" - Bing video</a></p> <p>Make a spider-gram of special people on the flipchart (using the central character in the story as an example).</p> <p>Pupils repeat activity referring to their own special people.</p> <p>Pupils write about someone who is special to them</p> <p>Pupils complete a grid to explain how special people can care for each other</p> <p>Each pupil contributes a word, picture or symbol to create a class graffiti board about their special people.</p> <p>Pupils finish a sentence starter: <b>A special person is...</b></p>	
	<p><b>Phase 2:</b></p> <p>Look at and read the PANTS rules.</p> <p>As a class discuss the difference between appropriate/'good' touch, and inappropriate/'bad' touch. Explain that touch can be good, bad or unwanted.</p> <p>Move on to a teacher-led discussion about positive and negative feelings linked to 'good' touch/'bad' touch. Say that 'good' touch should make you feel positive – like hugs and kisses from family members.</p> <p>Talk about why people might touch you:</p> <ul style="list-style-type: none"> <li>to show affection (hugs, kisses, cuddles)</li> <li>to keep you safe (holding your hand when you cross the road)</li> <li>if you're ill or hurt (doctors and nurses).</li> </ul> <p>Then talk about touch which maybe doesn't feel good but is necessary such as:</p> <ul style="list-style-type: none"> <li>grabbing you to stop you running into a busy road, or other danger</li> <li>examination by a doctor or nurse (explain that you can always ask for a trusted adult to be present).</li> </ul> <p>Reinforce that if someone needs to break any of the rules of PANTS they should explain why. Children can say no, and should never be forced to keep secrets that make them feel worried or uncomfortable.</p> <p>People we can trust- make a list of all of the people that we can trust if we feel unhappy or uncomfortable about anything.</p>		<p><b>Phase 2: Use the Lifewise Unit 'Consent KS1):</b></p> <p>Some of the things that your family can do to protect your right to consent are:</p> <p>They can ask you questions to check your boundaries.</p> <ul style="list-style-type: none"> <li>"Do you want a hug goodbye today? We could also wave or high five."</li> <li>"Can I sit beside you while we read this book?"</li> <li>"Can I tell your teacher that your grandma died?"</li> <li>"It's OK if you don't want a goodnight hug."</li> </ul> <p>Key questions:</p> <p>What are some things that your family can say or do to protect your rights to consent?</p> <p>How can you make sure that your friends consent to the things you like to do or play with them?</p>	
Vocabulary	Penis, vagina, private, trust <a href="#">DC RSE Week YR</a>	Penis, vagina, private, trust <a href="#">DC RSE Week YR</a>	Special, Care, Family, Mum, Dad, Grandma (or similar), Grandad (or similar), Brother, Sister, Happy, Friend <a href="#">DC Y1</a>	Respect, boundaries, protect, comfortable, relationship, trusted adult <a href="#">DC Y1</a>

KS1/KS2						
	Year 2			Year 3		
Theme	Growing Up- The Human Lifecycle (Medway)	Everybody's Body (Medway)	Gender (Lifewise)	What Makes a Good Friend? (Medway)	Falling Out with Friends (Medway)	Identity and Gender (Lifewise)
Area of Learning						
PSHE (All NC subject content covered)	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>recognise the main stages of the human life cycle (baby, child, adult)</li> <li>recognise the process of growing takes time and describe what changes when people grow from young to old</li> <li>Identify ways we are more independent now than when we were younger</li> <li>describe our feelings about growing and changing</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>describe similarities and differences between ourselves and others</li> <li>challenge simple stereotypes about boys and girls</li> <li>recognise and use the correct names for main parts of the body</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>how expectations of people can lead us to treat other people badly and how we can choose not to stereotype or discriminate.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>recognise the different types of friendships that are important to us (eg: family, friends, groups we belong to, neighbours)</li> <li>explain why friendship and having friends is valuable</li> <li>identify how friends show they care for and value each other</li> <li>describe what is most important in a friendship</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>identify what helps maintain friendships</li> <li>describe feelings when disagreements and conflict occur</li> <li>identify what can help and not help if there are friendship problems</li> <li>demonstrate strategies for solving arguments with peers</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>To talk freely about the names and acronyms we use to identify gender; to understand about diversity – including different families, such as same-sex parents; to show respect for ourselves and other people.</li> </ul>
Key questions / knowledge and understanding to be explained Key Knowledge and facts to be recalled	<p><b>RSE SOW YEAR 1 AND YEAR 2</b></p> <p><b>Phase 1: Growing Up - The Human Lifecycle (Medway)</b>            Baseline Activity: Pupils make a list of things that change as we grow            Pupils sequence pictures of the human life cycle (baby, child, adult, older person)            Pupils identify the difference between a baby and a child and write about how they have changed since being a baby.            Class discussion about what babies need and compare to the needs of people at different stages of the life cycle            Read a story, such as The Growing Story by Ruth Krauss and Helen Oxenbury – pupils identify and discuss the messages in the story  <a href="#">The Growing Story - Bing video</a>            Pupils talk to a partner about what the lesson has made them think about the human life cycle and growing. Pupils repeat the baseline activity – a list of things that change as we grow.</p> <p><b>Phase 2: Everybody's Body (Medway)</b></p>			<p><b>RSE SOW YEAR 3</b></p> <p><b>Phase 1: What Makes a Good Friend (Medway)</b>            - Baseline Activity: Pupils record their response to the question: <i>What makes a good friend?</i>            - Class brainstorm about different kinds of friendship- if children talk about 'online friends' remind children of safety rules when having contact with others online.            - Pupils work in pairs to complete a sentence starter: <i>Friendship is important because...</i>            - In pairs, pupils read case studies about different friendships, as a class - list the qualities of a good friend            - Pupils make a class or group acrostic poem about the qualities of a friend, using the letters F, R, I, E, N, D            Pairs or groups make up one thing that is true and one thing that is false about friendship – class decide which is true/false</p> <p><b>Phase 2: Falling Out With Friends (Medway)</b>            - Baseline Activity: Pupils complete sentences about how a group of children maintain a good friendship: <i>They always / they sometimes / they never...</i>            - Making a class list of what makes a strong friendship – visual demonstration of a friendship chain            - Pupils take it in turns to write descriptive words in 'bubbles' about how it feels to fall out with a friend            Pupils give advice to characters who are experiencing friendship fall-outs</p>		
	<p>- Baseline Activity: Pupils draw and write about boys and girls – what they look like, what they do, what they like            Pom Pom Game- Play a game with the class, pupils' pair up and find out about the similarities and differences between them            -Pupils read statements about boys and girls and decide if they are right or wrong            Teacher introduces names of body parts, including external genitalia, using baby dolls as a stimulus            Pupils work in small groups to label body outlines - male and female body parts            - Pupils work with a partner to finish the sentence starter: <i>Before this lesson I didn't know that, but now I know that...</i></p> <p><b>Phase 3: Use the Lifewise Unit 'Gender'.</b>            Read 'Dogs don't do ballet' by Anna Kemp  <a href="#">Dogs don't do Ballet   Storytime   Read aloud   Bedtime story   - Bing video</a>  <b>Key questions:</b>            How might Biff have felt when he wasn't allowed to do what he loved?            Are boys and girls told they can't do something because they are boys and girls?</p>			<p>Pupils make suggestions about a <b>how a weak or broken friendship chain can be mended</b></p> <p><b>Phase 3: Use the Lifewise Unit 'Identity and Gender'.</b>  <b>Key questions:</b>            How can people express themselves or their identity?            How can we protect everyone's rights to express themselves freely?            Is gender always assigned at birth?            What does 'gay' mean?</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>		
Vocabulary	Change, Cycle, Baby, Child, Adult, Grow	Grow, Change, Similarities, Similar, Differences, Different, Vagina, Penis, Testicles, Bottom	Gender, stereotypes, expectations	Family, Friend, Friendship, group, neighbour, care	Falling Out, Disagreement, Conflict, Argument, Problem, Solve, Solution	LBGTQ+, lesbian, gay, homosexual, bisexual, heterosexual, transgender

KS2						
	Year 4			Year 5		
Theme	Puberty- Time to Change (Medway)	Physical Hygiene (Medway)	Consent (Lifewise)	Menstruation and Wet Dreams (Medway)	Emotions and Feelings (Medway)	Identity, Gender and Sexuality (Lifewise)
Area of Learning						
PSHE (All NC subject content covered)	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>identify some of the physical changes that happen to bodies during puberty</li> <li>explain that puberty begins and ends at different times for different people</li> <li>use scientific vocabulary for external male and female body parts/genitalia</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>explain how and why it is important to keep clean during puberty</li> <li>describe ways of managing physical change during puberty</li> <li>respond to questions and give advice to others about puberty</li> </ul>	<p>Pupils should be taught:</p> <p>The word consent and what it means in terms of you, your body and your choices. It also relates to what you do online like asking permission to post a photo of your friend.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use scientific vocabulary for external and internal male and female body parts</li> <li>explain what happens during menstruation (period)</li> <li>explain what is meant by ejaculation and wet dreams</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>describe how emotions and relationships may change during puberty</li> <li>explain where we can get the help and support we need in relation to puberty</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>Every young person deserves to see themselves, their family, and the full diversity of our world reflected in a learning environment. This includes teaching about LGBTQ+ identities and issues.</li> </ul>
Key questions / knowledge and understanding to be explained Key Knowledge and facts to be recalled	<p><b>RSE SOW YEAR 4 AND 5</b></p> <p><b>Phase 1: Puberty- Time to Change (Medway)</b>            Baseline Activity: Pupils draw and write about the changes that happen at puberty            Play a word game with the class, to spell out the word 'puberty'. Introduce puberty.            Pupils respond to key questions about puberty            Do boys and girls start puberty at the same time?            Will these changes happen to everyone at the same time?            Why are these changes happening?            Pupils use Resource B: body parts to identify male and female body parts            Pupils use the Resource C: Growing Bodies to identify physical changes that occur during puberty            Pupils write anonymous questions about things they have learned in the lesson or related questions they have</p> <p><b>Phase 2: Physical Hygiene (Medway)</b>            Baseline Activity: Bailey's mum and dad are explaining to Bailey that it is important to keep the body extra clean when growing up.            "Now that you are getting older Bailey, there are some things you must do to make sure you look after your body well. It is really important, especially when you start puberty."</p>			<p><b>RSE SOW YEAR 4 AND 5</b></p> <p><b>Phase 1: Menstruation and Wet Dreams (Medway)</b>            Baseline Activity:            Kelly's diary... Last night I was getting ready for bed when I realised I had started my period...            Ask the pupils to explain:            1) What has happened to Kelly? 2) How do they think she is feeling? 3) What do they think Kelly did, or should do?            Pupils record their ideas under the heading 'Kelly's story'.            Pupils discuss the baseline activity: Kelly's diary            Pupils label female body parts            Pupils watch a video about the menstrual cycle discuss menstruation and look at sanitary products  <a href="#">The Menstrual Cycle - YouTube</a>            Pupils label male body parts            Watch videos about male puberty, erections and wet dreams and discuss  <a href="#">What is a Wet Dream? - Bing video</a>  <a href="#">All About Male Puberty: The Jimmy Pimple Show - Bing video</a>            Pupils write anonymous questions about the previous activities or related questions            Pupils label the Life Stages resource and discuss what it means to be 'grown up'.</p>		
	<p>"Why?" says Bailey            Pupils individually write a sentence, in-role as the parents of Bailey, explaining why it is important to look after your body when you reach puberty and the reasons why            Pupils discuss the question <b>Why is keeping clean especially important for young people who are going through puberty?</b> then feedback to the class.            Pupils draw an outline of someone going through puberty, and label the <b>parts of the body which will need special hygiene attention</b>, then explain why, how and how often.            -Group or class discussion of personal hygiene products.            Pupils do a puberty quiz.            Pupils write a personal hygiene shopping list for Bailey. Pupils repeat the baseline activity, in role as Bailey's parents.</p> <p><b>Phase 3: Use Lifewise Unit 'Consent KS2'</b>            Key questions:            What are important factors of a healthy relationship?  <b>What does the law say about consent?</b></p>			<p><b>Phase 2: Emotions and Feelings (Medway)</b>            Baseline Activity: Display or read to the pupils the following:            I used to be a really happy person, but now I sometimes feel really angry or fed up about things. My mum says that since I turned 12, I've been very moody, going up and down all the time. Dad keeps telling me to snap out of it. Is this normal and how can I stop it from happening? Tat, age 12            Pupils discuss Tat's problem about mood swings, and suggest things Tat can do.            Teacher reads Hair in Funny Places by Babette Cole (or watch the following video) and class discusses the physical and emotional changes in puberty.  <a href="#">Margie reads - Hair in Funny Places by Babette Cole - Bing video</a>            Pupils think of the different feelings and emotions a person may experience during puberty.            Pupils use the previous activity to identify issues for Tat (baseline activity), and place feelings on a 'highs and lows' wavy line.            Teacher-led discussion of crushes and fancying people.            Pupils identify different strategies for dealing with feelings and issues during puberty.            Opportunity for pupils to submit anonymous questions they may have.            Pupils take part in a Puberty relay game.</p> <p><b>Phase 3: Use the Lifewise Unit 'Identity, Gender and Sexuality'.</b>            Key questions:            It has been thirty years since George Michael wrote 'Freedom'            How have things changed since then?  <b>Do we still need change to give all people equal rights?</b></p>		
Vocabulary	Puberty, Physical, Grow, Maturity, Child, Teenager, Adult, Genitals, Vulva, Vagina, Penis, Testicles, Breast, Pubic hair, Adam's apple	Hygiene, clean, cleanliness, sweat, body odour, spots, periods, sanitary, tampon	Respect, agreement, boundaries, protect, comfortable, relationship	Internal, reproductive organs, uterus, fallopian tubes, ovary/ovaries, vulva, vagina, menstruation, menstrual cycle, period, blood, sanitary pads, tampons, Adam's apple, penis, testicles, scrotum, sperm, semen, erection, ejaculation, wet dream, pubic hair	emotions, roller coaster, up and down, frustrated, angry, moody, adolescent, advice, support	Diversity, relationships, gender, identity, sexuality

KS2					
Year 6					
Theme	Puberty- Recap and review (Medway)	Puberty- Change and becoming independent (Medway)	Positive, Healthy Relationships (Medway)	How babies are made (Medway)	Homophobic Language in Schools (Lifewise)
Area of Learning					
PSHE (All NC subject content covered)	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>describe the physical and emotional changes that occur during puberty and how to manage these</li> <li>identify myths and facts about puberty and what is important for a young person to know</li> <li>demonstrate how to begin conversations (or ask questions) about puberty with people that can help us</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>describe some changes that happen as we grow up</li> <li>identify the range of feelings associated with change, transition to secondary school and becoming more independent</li> <li>describe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>identify different kinds of loving relationships</li> <li>describe the qualities that enable these relationships to flourish</li> <li>explain the expectations and responsibilities of being in a close relationship</li> <li>recognise how relationships may change or end and what can help people manage this</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>identify the links between love, committed relationships / marriage, and conception</li> <li>explain what sexual intercourse is, and explain that this may be one part of an intimate relationship between consenting adults</li> <li>explain what pregnancy means, how long it lasts, and where it occurs, i.e. that a baby is made when a sperm (male) meets an egg / ovum (female) and then the fertilised egg settles into the lining of the uterus (or womb) (female)</li> </ul>	<p><b>Pupils should be taught:</b></p> <p>People who are lesbian, gay and bisexual work in all types of jobs and they live in all types of situations. They belong to all ethnic and racial groups and are members of all religious communities. They exhibit a range of mental and physical capabilities. They are young, middle aged, and old. But many of them have faced bullying, a lack of equity and homophobia.</p>
Key questions / knowledge and understanding to be explained Key Knowledge and facts to be recalled	<p><b>RSE SOW YEAR 6</b></p> <p><b>Phase 1: Puberty- Recap and review (Medway)</b>            Baseline Activity: Pupils produce graffiti boards about growing up and puberty            Pupils work in groups to make mind-maps about puberty            Working in groups, pupils read a statement and decide if it is a fact, myth or 'maybe'            Pupils populate a zone of relevance about what a young person will find most useful now, in the future or possibly not at all            Pupils discuss how best to ask a question or start a conversation about puberty with a friend, parent or teacher            Pupils produce an information leaflet about puberty for a specific audience            Pupils add any additional information to their group mind maps and reflect on their learning using the sentence starters: Something I didn't realise before this lesson is... Something I knew but had forgotten is... Something that I would like to know more about is...</p> <p><b>Phase 2: Change and becoming more independent (Medway)</b>            Baseline Activity: Pupils work individually to respond to the question <b>What does it mean to become independent?</b>            Pupils guess a small appearance change that their partner has made after studying them for a few minutes            Pupils add their ideas about changes that happen to people at different stages of their lives to large sheets of flip chart paper displayed around the classroom            Using greetings cards from different significant life events and occasions, pupils discuss how people might feel at these times.            Pupils identify what the different objects might signify for someone just starting secondary school.            Pupils complete a timeline of <b>positive changes for themselves from babyhood to their lives now and beyond.</b>            Pupils in turn complete the sentence 'Something I feel about change is...'</p> <p><b>Phase 3: Positive, Healthy Relationships (Medway)</b>            Baseline Activity: Pupils create individual mind-maps around the phrase 'positive, healthy relationships'            Pupils study a range of pictures depicting 'relationships' and feedback on the types of relationships displayed. Pupils use Resource 1: Life Stages to discuss different relationships people have in their lives.            Pupils annotate a chosen picture with the <b>qualities of a healthy relationship</b> that it depicts.            Pupils consider <b>positive behaviour and responsibilities within different relationships.</b>            Pupils consider changes within a relationship and how they may affect the people in it.            Pupils use their features of positive relationships to create a Diamond 9 ranking.            Pupils complete the sentence 'A loving relationship needs...'. Pupils return to their original mind-map and add any additional information.</p> <p><b>Phase 4: How Babies are Made (Medway)</b>            Baseline Activity: Pupils add their ideas to an outline conversation that children are having about human reproduction.            Using the human life cycle picture, explain how this lesson is about adult, loving relationships            Pupils discuss how a <b>loving adult couple might show commitment, care and love for each other</b>            Teacher briefly introduces the next activity, <b>how babies are made, what is meant by sexual intercourse and consent</b>            After a discussion about sexual intercourse, pupils sequence how a baby is made using descriptive cards            An opportunity for pupils to ask any questions they might have anonymously.            Pupils sort given statements about pregnancy into 'true', 'false or 'it depends'.            Pupils discuss what a couple might have to consider before deciding to try for a baby.            Pupils repeat the baseline activity: concept conversation</p> <p><b>Phase 5: Use Lifewise Unit 'Homophobic Language in Schools'</b>  <b>Key questions:</b>  <b>What is homophobic discrimination?</b>  <b>Where might the thinking behind homophobia come from?</b></p>				
Vocabulary	puberty, person, child, teenager, adult, changing, growing, physical, emotions, feelings, bodies, now, future	change, life cycle, baby, toddler, child, adolescent, teenager, adult, middle-age, older person, growing up, feelings, emotions, independence	relationship, friendship, couple, love, positive, qualities, values, expectations, responsibility, responsibilities	love, respect, consent, commitment, woman, man, human, reproduction, sex, sexual intercourse, fertilised, sperm, ovum, penis, vagina, fallopian tubes, pregnancy, baby, foetus, uterus, womb, conception	Equality, homophobia, biphobia, transphobia

Appendix 2.  
**RELATIONSHIP EDUCATION - 32 statements**

<p><b>Families and people who care for me</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <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>
<p><b>Caring friendships</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, 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>
<p><b>Respectful relationships</b></p>	<p>Pupils should know</p> <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>
<p><b>Online relationships</b></p>	<p>Pupils should know</p> <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>
<p><b>Being safe</b></p>	<p>Pupils should know</p> <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>

## **HEALTH EDUCATION - 35 statement - Physical health and mental wellbeing**



<b>Mental wellbeing</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• 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.</li> <li>• 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.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• 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).</li> <li>• 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.</li> </ul>
<b>Internet safety and harms</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• 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.</li> <li>• 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.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• 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.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>
<b>Physical health and fitness</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• 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.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<b>Healthy eating</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• 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).</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
<b>Health and prevention</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to allergies, immunisation and vaccination.</li> </ul>

<b>Basic first aid</b>	Pupils should know: <ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
<b>Changing Adolescent body</b>	Pupils should know: <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

### Appendix 3:

Withdrawal from Sex Education within RSE			
To be completed by Parents			
<b>Name of Child:</b>		<b>Year Group:</b>	
<b>Name of Parent:</b>		<b>Date:</b>	
<b>Reason for withdrawing from sex education within relationships and sex education:</b>			
<b>Any other information you would like the school to consider</b>			
<b>Parent signature</b>			

To be completed by school	
<b>Agreed actions from discussion with parents</b>	