



**Policy: Relationships and sex education policy**

**Ratified: June 2021**

**Review Date: (Every 2 years)**

**Stat Policy**

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## 1. Aims and context of the RSE policy

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

RSE is learning about the emotional, social and physical aspects of growing up and about ourselves, our families and our relationships. It enables young people to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships and to stay safe, both on and off line. It equips young people with age appropriate information about the body, reproduction, sex, sexuality and sexual health. It will help young people to develop skills to keep themselves and others safer, both physically and emotionally. RSE will enable young people to explore their own attitudes and those of others respectfully. Our RSE Education Curriculum is consistent with the DfE statutory requirements for Relationships Education and Health Education (2020) and The National Curriculum 2014.

Our work in RSE is set in the wider context of our school values and ethos:

- We promote a healthy, safe and caring environment for all pupils and staff.
- We provide a broad and balanced curriculum for all our pupils, which values their diverse backgrounds and needs.
- We promote pupil's self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.
- We prepare our pupils to engage confidently with the challenges of the next stages of their lives.
- We provide information and support to enable our pupils to make safe choices.
- Through an enriched curriculum, we provide children, with opportunities to develop the necessary skills to manage their lives effectively.
- We help our children to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood.
- We create a wider awareness of religious and moral values and respect for other races, religions, family situations and ways of life.
- **Other school policies relevant to our provision of RSE:** PSHE, Safeguarding, Computing, E Safety, Science, PE, SEN, Behaviour, Anti-Bullying, Inclusion, Equality statement . Statement on British Values, RE .

## 2. Statutory requirements

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

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

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

At Northborough Primary School we teach RSE as set out in this policy.

### **3. Policy development**

This policy has been developed in consultation with staff, pupils and parents.

This RSE Policy will be made available to staff on the school network and to parents and carers on the school website. Our RSE policy has been developed through discussion with staff, parents and governors by the PSHE Co-ordinator with the support of the PSHE governor and Head teacher.

### **4. Definition**

As a school, we will provide relationships education, to this we will teach sex education in addition to what is covered in the science curriculum.

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

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

RSE is not about the promotion of sexual activity.

### **5. Curriculum**

#### **Our Aims for RSE**

All adults will work towards achieving these aims for RSE in our school. We seek to enable our children to:

- develop interpersonal and communication skills
- develop positive values and a moral framework that will guide their decisions and behaviour
- develop understanding of the value of marriage, stable relationships and family life as a positive environment for bringing up children
- respect themselves and others, their views, backgrounds, sexuality, cultures and experiences
- develop loving, caring relationships based on mutual respect
- name the private parts of the body confidently and communicate with trusted adults to keep themselves safe
- understand the process of human reproduction
- understand the reasons for and benefits of delaying sexual activity
- be prepared for puberty and the emotional and physical effects of body changes
- understand the attitudes and skills needed to maintain their sexual, physical and mental health
- recognise and avoid exploitative relationships both in life and online.
- have opportunities throughout their schooling to address RSE in an age-appropriate way
- value, care for and respect their bodies and minds
- access additional advice and support. actively combat sexual stereotyping or homophobic behavior
- discourage dual standards of behaviour which reinforce a feminine and/or masculine role

## **Delivering our RSE curriculum**

- We consider RSE to be a continuous process of learning, which begins well before the children enter our school and continues into adulthood. We have a planned and progressive curriculum, appropriate to each age group. All adults working with children have a part to play in supporting the delivery of RSE.
- RSE is learning about Families and People who care for me, Caring Friendships, Respectful Relationships, Online Relationships and Being Safe.
- We follow the Cambridgeshire PSHCE service scheme of work and RSE is part of this. Our PSHCE programme is carried out on a rolling programme. All year groups cover RSE units of work every year. Specific content on Puberty will be taught in Year 5 and Year 6. In addition to the specific RSE units, elements of RSE are also covered in other units e.g Anti-bullying, Diversity and Communities, Family and Friends, Managing Change, My Emotions and Personal Safety.
- The reception classes follow Development Matters, the Early Years Curriculum and Personal, Social and Emotional Development (PSED) is a Prime Area of Learning. PSED is broken down into 3 areas of learning : Managing Feelings and Behaviours, Making Relationships and Self Confidence and Awareness.
- RSE will be taught in specific lessons as part of our PSHE programme by the class teachers.

## 6. Subject content

### Foundation Stage ( Age 4-5 )

#### Early Learning Goals

Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children

People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes

Questions our children will engage with as part of our RSE.

Knowledge	Skills	Attitudes
What does my body look like? How has my body changed as it has grown? Who are the members of my family and trusted people who look after me?	What differences and similarities are there between our bodies? How can I look after my body and keep it clean?	What can my body do? How am I learning to take care of myself and what do I still need help with? • How do I feel about growing up?

Learning objectives

To describe their own appearance and name external body parts including using agreed names for the sexual parts. (See appendix 1 at the end of this document). To understand ways in which their body has changed since they were a baby. To understand how members of their family and other trusted people care for and look after them.	To recognise similarities and differences between the bodies of girls and boys. To understand ways of looking after their body and keeping it clean	To understand and value what their bodies can do. To understand ways in which they can take responsibility for looking after themselves and recognise situations where they still need to be supported by others. To recognise how growing up makes them feel.
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Questions the children will engage with as part of the wider well being programme

Who is my family and how do we care for each other? Who are the different people who make up a family? How do I know if something is safe or unsafe?	How can I be a good friend? Can I recognise and show my emotions? Can I recognise emotions in other people and say how they are feeling? Can I say 'No' if I feel unsure about something and it does not feel safe or	What things are especially important to my family and me? What do I think I have to keep safe from?
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good?

**Abbreviations** : • FP Families & People who care for me • BS Being Safe Health Education: • MW Mental Wellbeing • HP Health & Prevention • CAB Changing Adolescent Body

### Key Stage 1 ( Years 1 and 2 )

Questions our children will engage with as part of our RSE. These are taken from the Cambridgeshire Primary Personal Development Programme for Years 1/2. These areas will be covered using the PDP Units Relationships and Sex Education. **Those in bold text are directly linked to the statutory requirements**

#### Knowledge

#### Skills

#### Attitudes

**What are the names of the main parts of the body? BS** (See appendix 1 at the end of this document).

**How can I keep my body clean? HP**

**How can I avoid spreading common illnesses and diseases? HP**

What's growing in that bump?  
(Science)

**What do babies and children need from their families? FP**

What can my amazing body do?

How do babies change and grow? CAB

How have I changed since I was a baby? CAB

**Which stable, caring relationships are at the heart of families I know? FP**

**When am I in charge of my actions and my body? BS**

**What are my responsibilities now I'm growing up? CAB**

Learning Objectives which will be covered using Cambridgeshire Primary Personal Development Programme Units SR1 & SR2

**To recognise the main external parts of the bodies of humans, including names for sexual parts. BS**

**To know how to keep themselves clean. HP**

**To understand the importance of basic hygiene practices, e.g. washing hands, using a tissue, and how these prevent the spread of disease. HP**

To understand that babies grow inside a female body until they are ready to be born. (Science)

**To understand how the needs of babies and young children are met by their families FP**

To describe what their bodies can do.

To know that humans produce babies that grow into children and then into adults. (NC Science Y2)

To consider the ways they have changed physically, socially and emotionally since they were born. (NC Science Y2)

**To understand that not all families are the same, but that love and care should be at the heart of all families FP**

**To understand that they have responsibility for their body's actions and that their body belongs to them BS**

**To consider their responsibilities now and compare these with when they were younger. CAB**

## Key Stage 2 ( Years 3 and 4 )

Knowledge	Skills	Attitudes
<p>Questions our children will engage with as part of our RSE. These are taken from the Cambridgeshire Primary Personal Development Programme for Years 3/4 These areas will be covered using the PDP Units Relationships and Sex Education. <b>Those in bold text are directly linked to the statutory requirements</b></p>		
<p><b>How are males and females different and what are the different parts called? BS</b> (See appendix 1 at the end of this document).</p> <p><b>When do we talk about our bodies and who do we talk to? BS</b></p> <p>What are the main stages of the human life cycle? (Science)</p> <p>How did I begin? (Sex Ed)</p> <p><b>How do different illnesses and diseases spread and what can I do to prevent this? HP</b></p>	<p><b>Why is it important to keep myself clean? HP</b></p> <p><b>What am I responsible for now and how will this change? CAB</b></p> <p><b>What can I do for myself to stay clean and how will this change in the future? HP</b></p>	<p>What can my body do and how is it special?</p> <p><b>How different caring, stable adult relationships create a secure environment for children to grow up? FP</b></p> <p><b>What does it mean to be 'grown up'? CAB</b></p>
<p>Learning Objectives which will be covered using Cambridgeshire Primary Personal Development Programme Units SR3 &amp; SR4</p>		
<p><b>To understand the physical differences between males and females BS</b></p> <p><b>To know scientific names for males and female sexual parts and use them confidently BS</b></p> <p><b>To understand times to talk about private body parts and identify trustworthy and approachable adults BS</b></p> <p><b>To understand a range of ways illness and disease, e.g. colds, chickenpox, head lice might be spread and how they are able to reduce this. HP</b></p> <p>To understand the main stages of the human lifecycle: birth, baby, child, adolescent, adult, middle age, old age, death. (Science)</p> <p>To understand that babies begin when a male seed and female egg join together. (Sex Ed)</p>	<p><b>To understand the value of carrying out regular personal hygiene routines HP</b></p> <p><b>To consider who is responsible for their personal hygiene now and how this will change in the future. HP</b></p> <p><b>To consider their responsibilities and how these have changed and how they will change in the future. CAB</b></p>	<p>To value and respect their own bodies and understand their uniqueness</p> <p><b>To investigate perceptions of being physically, emotionally and socially 'grown up'. CAB</b></p> <p><b>To consider the wider responsibilities that families have for the physical and emotional wellbeing of babies and children. FP</b></p>

## Key Stage 2 ( Years 5 and 6 )

Questions children will engage with as part of our RSE, taken from the Cambridgeshire Primary Personal Development Programme for YR 5/6 Areas will be covered using the PDP Units Relationships and Sex Education. **Those in bold text are directly linked to the statutory requirements**

Knowledge	Skills	Attitudes
<p><b>What are male and female sexual parts called and what are their functions? BS</b> (See appendix 1 at the end of this document).</p> <p><b>How can I talk about sexual body parts confidently and appropriately? BS</b></p> <p><b>What happens to different bodies at puberty? CAB</b></p> <p><b>How can I reduce the spread of a wider range of viruses and bacteria? HP</b></p> <p>What are different ways babies are conceived and born? (Sex Education)</p>	<p><b>How can I keep my growing and changing body clean? HP</b></p> <p><b>What effect might puberty have on feelings and emotions? CAB</b></p> <p><b>What should adults think about before they have children? FP</b></p>	<p>What might influence my view of my body?</p> <p><b>What are families like? FP</b></p> <p><b>Why might people get married or become civil partners? FP</b></p> <p><b>When can I take responsibility for how others feel? MW</b></p>

Learning Objectives which will be covered using Cambridgeshire Primary Personal Development Programme Units SR5 ( For Year 5 ) & SR6 ( For Year 6 )

<p><b>To identify male and female sexual parts and describe their functions.BS</b></p> <p><b>To know terminology for sexual parts appropriate for use in different situations. BS</b></p> <p><b>To know and understand the physical changes that take place at puberty and how to manage them. CAB</b></p> <p><b>To understand physical changes affect people in a variety of ways and at different rates CAB</b></p> <p><b>To understand safe routines can stop the spread of viruses and bacteria.HP</b></p> <p>To know the facts of the human lifecycle, including sexual reproduction and sexual intercourse. (Sex Ed)</p>	<p><b>To know about aspects of personal hygiene relevant to puberty and the implications of these HP</b></p> <p><b>To be able to recognise their changing emotions with friends and family and be able to express their feelings and concerns positively.CAB</b></p> <p><b>To have an awareness that there should be a stable, caring relationship in a family to care for children securely.FP</b></p>	<p>To understand how the media, families and friends can influence attitudes to their bodies.</p> <p><b>To understand that they have some responsibility for the feelings and wellbeing of others MW</b></p> <p><b>To consider the reasons people enter marriage, civil partnerships e.g. love, trust, commitment FP</b></p> <p><b>To understand and respect people in a wide range of family arrangements e.g. second marriages, fostering, same sex partners and extended families FP</b></p>
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## Resources

We will primarily use the Cambridgeshire Primary Personal Development Programme and the resources recommended within it when planning and delivering the RSE Curriculum. We will focus on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will carefully evaluate teacher resources, leaflets and videos, before using them. We will select resources which:

- are consistent with our Curriculum for RSE
- relate to the aims and objectives of this Policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- are up-to-date in factual content
- are produced by a reputable organisation
- avoid racial, gender and sexual stereotyping
- encourage active and participative learning

## 6. Delivery of RSE Teaching Methodologies

**Ground Rules:** RSE is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any RSE work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language
- The asking and answering of personal questions
- Strategies for checking or accessing information.

**Answering Questions:** We acknowledge that sensitive and complex issues will arise in RSE, as students will naturally ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSE. As a first principle, we will answer questions relating to the planned curriculum for that age group or below to the whole class. We will answer questions relating to areas beyond the planned curriculum for that age group, in a sensitive and age appropriate way, only to the student/s who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it, they will seek guidance from the *PSHE leader or Head teacher*

When answering questions, we shall ensure that sharing personal information by adults, students or their families is discouraged. Where the question indicates the need for pastoral support, the conversation will be deferred to a time outside the teaching session and other colleagues may be involved. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, coercion or sexual exploitation, teachers will pass this information to the designated person for child protection in line with school Safeguarding and Child Protection policy.

## Inclusion

In relation to those with special educational needs or disability, we ensure our Relationships Education programme provides for those with additional needs. We recognise that those with SEND are often more vulnerable to sexual harassment and abuse and that we need to ensure that children are supported to develop appropriate strategies and attitudes to keep themselves safer. We consider:

- their level of vulnerability to coercion and pressure
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the management of personal care
- clarity about sources of support for pupils.

## Equality

The Equality Act 2010 has special resonance in Relationships Education. Through this area of learning we seek to develop key interpersonal skills such as respect and empathy to enable pupils to understand the rights and responsibilities we all have towards one another.

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

We will ensure that our provision of Relationships Education is not only equally accessible and inclusive for all pupils with protected characteristics, or who have family members with protected characteristics, but also actively strive to reduce discrimination, advance equality of opportunity and encourage good relations between different groups.

In order to ensure that Relationships Education meets the needs of all:

- We will reflect a range of lifestyles and family structures so that all children see themselves and their families reflected in the lessons. We will do this through the use of carefully selected resources and children's fiction books.
- We will ensure that the law in relation to, for example, marriage, online behaviours, sexuality, gender and violence are explained in age appropriate ways.
- Where there are different cultural or religious views about families, relationships or behaviours, we will share these to ensure children see their family views represented.
- We will not seek to gain consensus, but will accept and celebrate difference.
- In order to ensure that children of all genders can access information they need, we will teach in mixed gender groups wherever possible.
- We will encourage respect and discourage abusive and exploitative relationships.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

We support children in developing their knowledge about and attitudes towards diversity throughout units of work including:

- Diversity and Communities
- Family and Friends
- Beginning and Belonging

## 7. Roles and responsibilities

### Responsibilities for Curriculum Delivery and Policy Implementation

- We regard it as the shared responsibility of all adults working in the school to respond appropriately to a child's request for information and advice. All staff are encouraged to access support from colleagues where necessary.
- The RSE curriculum will primarily be delivered by *class teachers*
- Those delivering RSE will have responsibility for assessing children's needs and selecting appropriate activities and methodologies to meet these needs, supported by the PSHE Co-ordinator.
- The PSHE Co-ordinator is responsible for reviewing and evaluating RSE at our school. The PSHE Co-ordinator will monitor class teachers diaries, scrutinise planning and collect samples of work. (At least twice a year, from each year group) The PSHE Co-ordinator will report to the *Head Teacher* in this task.
- Staff will be assisted in their planning and delivery of the 'Curriculum for RSE' by the PSHE Co-ordinator who will, with support, liaise with PSHE advisors, liaise with PSHE leaders within The Soke

Academy Trust, plan INSET to meet staff needs and liaise with visitors who support the RSE curriculum.

- Governors hold responsibility for the RSE Policy and will be assisted in monitoring its implementation by *the PSHE Co-ordinator and Head Teacher*

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

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

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

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

## **7.1 The governing board**

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

## **7.2 The headteacher**

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

### **Confidentiality**

- We will reassure children that staff will act in their best interests and that this may involve sharing information if the child is at risk of harm.
- Sharing children's information is on a need to know basis only.

### **Safeguarding and Child Protection**

We recognise that because effective RSE may alert children to what is appropriate and inappropriate sexual behaviour, there is an increased possibility that a disclosure relating to abuse may be made. All staff are aware of the Safeguarding and Child Protection procedures and will report the disclosure to the designated person for child protection immediately.

There are extremely rare occasions when a primary-aged child, who is sexually active or contemplating sexual activity, approaches an adult. If this occurs in our school, it will be viewed as a child protection issue. This will be reported to the designated member of staff who will follow Safeguarding and Child Protection Procedures and seek advice from the relevant agency.

## 7.3 Staff

Staff are responsible for:

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

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

## 7.4 Pupils

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

# 8. Parents' right to withdraw

### Working with Parents/Carers and our School Community

Parents and carers are the key figures in supporting their children through the emotional and physical aspects of growing up and relationships education. We seek to work in partnership with parents and carers when planning and delivering RSE. We encourage this partnership by:

- a. Informing parents and carers by letter or leaflet of forthcoming RSE topics
- b. Gathering parents' views on the RSE Policy and taking these into account when it is being reviewed
- c. Informing parents and carers about the RSE programme as their child joins the school through the school website
- d. Providing supportive information about parents' role in RSE
- e. Inviting parents to discuss their views and concerns about RSE on an informal basis

Parents and carers will be given access to this policy on the school website or by request from the school office.

Parents and carers currently have the right to withdraw their children only from those elements of RSE which are not included in the statutory national curriculum Programmes of Study. They are not able to withdraw their children from the relationships or personal safety aspects of RSE. Any parents or carers who wish to withdraw their child from any aspects of RSE are asked to come into school to discuss their concerns with the head teacher or PSHE coordinator. If after discussions the parents or carers still wish to withdraw the pupil they will need to inform the school in writing, stating their reasons. The school will then make alternative arrangements for the child during these lessons.

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

## 9. Training

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

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.

## 10. Monitoring arrangements

The delivery of RSE is monitored by Kate Holland, PSHE Co-ordinator, through:

observations, planning scrutinies, learning walks, pupil voice and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation will be based on:

- Pupil and teacher evaluation of the content and learning processes
- Conducting pupil and parent voice
- Staff meetings to review and share ideas

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by The Headteacher every two years. At every review, the policy will be approved by the governing body.

## Vocabulary List – Appendix 1

Key Stage 1	Years 3 and 4	Year 5	Year 6
Private	As KS1 plus	As previous years	As previous years plus
Penis	Puberty	plus	Sex
Vagina	External	Internal	Making love
Testicle/testes	Scrotum	External	Cervix
Breast	Anus	Pubic hair	Uterus
Nipple	Labia	Opening to urethra	Fallopian tubes
		Clitoris	Endometrium
		Vulva	Masturbation
		Bladder	Sperm
		Pubic bone	Semen
		Prostate gland	Egg
		Sperm duct	Cell
		Periods	Zygote
		Menstruation	Periods
		Sperm	Menstruation
		Erection	Wet dreams
		Ejaculate	

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

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

TOPIC	PUPILS 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>
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>

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> <li>• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</li> <li>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

### Appendix 3: Parent form: withdrawal from sex education within RSE

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	