

# Woodbridge Junior School



## RSE Policy

## Definition

The Education Reform Act (Section 1) states that schools should provide a curriculum that “promotes the spiritual, moral, cultural, mental and physical development of pupils ... and of society: and prepare such pupils for the opportunities, responsibilities and experiences of adult life.” From September 2020 the teaching of Relationships Education became compulsory in primary schools. Sex Education lessons are non-statutory. The Governing Body is committed to ensuring both these elements are delivered within the context of a broad and balanced curriculum.

Woodbridge Junior School has always seen Relationships and Sex Education (RSE) as an important part of children’s Personal, Social and Health Education (PSHE), essential to the care and wellbeing of all children.

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.

We aim to prepare children to cope with the physical and emotional challenges of growing up, as well as giving them an elementary understanding of human reproduction. We see parents and carers as the main educators of children in RSE and our school role is to complement and reinforce children’s knowledge and understanding.

## Curriculum Intent:

The teaching of RSE is compulsory on primary schools. Everything we do at Woodbridge is underpinned by our Woodbridge Values: Aspiration, Confidence, Respect, Resilience, Creativity, Responsibility and Pride. We teach and embed these values through everything we do at all times of the school day, including in RSE.

RSE education is an important and necessary part of all pupils’ education. At Woodbridge we teach RSE, drawing on good practice and allowing staff flexibility to deliver high-quality, age appropriate RSE.

At Woodbridge Junior School we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Woodbridge Junior School. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.

## Related Legislation:

- As a maintained primary school we must provide relationships education to all pupils as per *section 34 of the Children and Social work act 2017*.
- This is statutory guidance from the Department for Education issued under section 403 of the Education Act 1996. However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.
- In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in under *Section 80A of the Education Act 2002* and *section 403 of the Education Act 1996*.

## Policy development

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

- Review – the PSHCE/RSE lead pulled together all relevant information including relevant national and local guidance.
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy.
- Pupil consultation – we investigated what exactly pupils want from their RSE.
- Ratification – once amendments were made, the policy was shared with governors and ratified.

## Curriculum

Our curriculum is set out as per the curriculum map in Appendix 1 but we may need to adapt it as and when necessary. We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

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

The aim of teaching pupils about Physical Health and Mental Wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. It will include:

- Mental Well-being
- Internet safety and harms
- Physical Health and Fitness
- Healthy Eating
- Drugs, Alcohol and Tobacco
- Health Prevention
- Basic First Aid
- Changing Adolescent Body

The Department of Education recommends that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. They recommend that we build on our statutory teaching of puberty in RSE and knowledge of the human life cycle in science, to teach the non-statutory elements of conception and birth. At Woodbridge these elements of learning are our sex education programme.

Before we teach sex education, we will consult with parents about the detailed content of what will be taught and offer links to our website where parents will find useful information to support them in talking to their children about sex education. This will be reviewed on a regular basis.

## **Teaching and learning:**

We use a range of teaching and learning styles, based on age appropriate planning adapted (where necessary) from the ***PSHE Matters: A PSHE Curriculum for Primary Schools*** (a Derbyshire County Council Scheme of Work) which covers the statutory areas in the RSE guidance, and includes activities such as discussions, role play, games, investigations and problem-solving activities. This scheme is supplemented with good quality resources as necessary. Extra resources will be checked for appropriateness by the RSE Lead before use. Throughout the Key Stage, learners gradually build on the skills, attitudes and values, plus the knowledge and understanding they have started to acquire and develop.

We provide a safe, secure and supportive learning environment where children's questions and concerns can be addressed sensitively. Much of the curriculum is delivered through oral and practical activities. Where appropriate pupils will record or investigate their work using a variety of mediums including books and ICT, this encourages children to develop their learning in enquiring skills and assists in equipping them for adult life.

RSE learning is 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).

The majority of the RSE teaching will be delivered in PSHCE lessons, delivered by the PPA teachers, however some lessons will be delivered by the class teacher with support from the RSE Lead. Where appropriate, some lessons may be delivered by other trained professionals such as the school nurse.

Opportunities will be found within other curriculum areas, e.g. improving health in PE, cyber safety in Computing, health and drug issues in Science and beliefs, values and practices in Assemblies, including the promotion of healthy relationships.

## **Inclusion and Equal Opportunities:**

We believe that all children have the right to a full Personal, Social, Health and Citizenship curriculum, including that of RSE regardless of race, gender, religion and ability.

The RSE scheme is taught alongside the PSHE (Personal, Social and Health Education) scheme of work where relationships work is a key area of learning. Through our RSE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs, whatever their ability.

When pupils are working below age related expectations, differentiated activities including considering the classroom organisation, teaching materials and teaching style is considered so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to each child's needs.

Pupils on the Special Educational Needs register, including those on Health Care Plans, along with targeted pupils, may have specific RSE related targets where a priority is appropriate.

The scheme meets the requirements of the Equality Act. Woodbridge Junior School will not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics), reasonable adjustments will be made to ensure that no groups are disadvantaged. The scheme will be adjusted to meet the needs of the pupils in our care and any current issues. All issues, including those surrounding LGBT, will be taught with sensitivity and be age appropriate in approach and content.

## Confidentiality

Wherever possible, teachers will make clear to pupils where the boundaries of confidentiality lie before pupils make personal disclosures. Teachers will not encourage pupils to disclose information 'in confidence' that they may have to pass on at a later stage.

There is no general legal duty for teachers to disclose personal information given by a pupil to anyone else – senior managers, colleagues, parents/carers, police etc. However, teachers are contractually bound to disclose information about physical or sexual abuse of children and young people to their designated child protection member of staff and/or Social Services.

The following will help to establish clear boundaries for confidentiality between pupils and teachers:

- reassuring pupils that their best interests will be maintained
- encouraging pupils to talk to their parents or carers and giving them support to do so
- ensuring that pupils know that teachers cannot offer unconditional confidentiality
- reassuring them that if confidentiality has to be broken, they will be informed first and then supported as appropriate
- if there is any possibility of abuse, following the school's child protection policy/procedure
- making sure that pupils are informed of sources of confidential help, for example, the school nurse, counsellor, GP or local young person's advice service
- using ground rules in lessons

## Parents Right to Withdraw

We value and respect the learning that occurs in the community and in the home believing that these, alongside school links, are essential dimensions of relationship and sex education. We see it is important to inform and involve parents whenever possible about the RSE education programme.

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

## Roles and responsibilities

### The Governing Body:

The governing board will approve the RSE policy, and hold the head teacher to account for its implementation. Named RSE Governor: David Taylor.

### The Head teacher

The head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from the non-statutory components of RSE.

### 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 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 head teacher.
- The RSE Lead at Woodbridge Junior School is Marina Cresswell.

### Staff Management of Difficult Questions

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information, therefore it is important that pupils feel that they can approach adults in school confident of a response. Questions could be direct or through the use of the class Worry Box, not all questions will be appropriate to deal with in front of the whole class.

After consultation with parents it has been decided that if the teacher feels able to answer the question (unless parents have specifically asked for questions to be addressed by themselves), then they will do so using the school's agreed responses (though they may speak to the child individually rather than in front of the whole class). If the teacher is unsure of the appropriate response, then they will tell the child that they will answer their question but will need to get back to them with an answer. The teacher then can approach the RSE lead or the SLT for help with their answer.

The class teacher can also contact parents, so parents can discuss questions that have arisen with their child. The school can provide age appropriate support materials for parents around these topics if required.

### Pupils

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

## **Assessment, Recording and Reporting**

RSE is integrated into the PSHCE scheme of work. Educational outcomes described in the statutory guidance gives a framework for the assessment of pupils' personal, social and emotional development.

At the beginning of every unit of work the children take a pre-assessment test that guides planning and then at the end of the unit they retake this test again to check progress. We also assess children's work by making informal judgements as we observe them during each PSHE lesson. We have clear expectations of what the pupils will know, understand and be able to do at the end of each unit of work. On completion of a piece of work, the teacher marks the work and comments as necessary, in line with the marking policy. Children benefit from good quality feedback, either verbal or written in the form of marking in their books.

At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil against the outcomes of the unit, based observation of the child and their work and their post unit assessment. We use this as a basis for assessing the achievements of the child at the end of the year. We talk to pupils regularly to find out what they are learning and how they respond to PSHE.

### **Monitoring and review:**

The RSE Lead (Marina Cresswell) is responsible for monitoring the standards of children's work and the quality of teaching. This person supports colleagues in the teaching of RSE, by giving them information about current developments in the subject. Strengths and weaknesses in the subject and areas for further improvement are discussed with the head teacher and colleagues and feedback is given to the governor responsible for RSE.

At Woodbridge we strive to be flexible with the curriculum and address certain topics or issues as they arise so the curriculum plan is reviewed regularly.

### **Training**

Staff are trained on the delivery of RSE in our continuing professional development calendar. The head teacher will also invite visitors from outside the school, if appropriate, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

### **Associated school documents**

- PSHE Policy and Scheme of Work
- Learning and Teaching Policy
- Inclusion Policy
- SEND Policy
- Behaviour Policy
- Anti-bullying Policy
- Safeguarding and Child Protection Policy

# Woodbridge Junior School



## **Policy Review:**

This policy will be reviewed by Marina Cresswell (RSE Lead) annually, with a full review with parent/stakeholder consultations every three years in line with the statutory guidance review. At every review, the policy will be approved by the governing body and the head teacher, and will be shared with all school staff.

**Written:** July 2024

**Reviewed by Governors:**

**Signed:**

**Date:**

**Next Review:** July 2025

## APPENDIX 1: STATURTORY GOVERNMENT OUTCOMES – RELATIONSHIPS EDUCATION

<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> </ul>

	<ul style="list-style-type: none"> <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>

## APPENDIX 2: STATUTORY GOVERNMENT OUTCOMES – PHYSICAL AND MENTAL WELL-BEING EDUCATION

<p><b>Mental Well-being</b></p>	<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>
<p><b>Internet Safety and Harms</b></p>	<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>

<p><b>Physical Health and Fitness</b></p>	<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>
<p><b>Healthy Eating</b></p>	<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>
<p><b>Drugs, alcohol and tobacco</b></p>	<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>
<p><b>Health and Prevention</b></p>	<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>
<p><b>Basic First Aid</b></p>	<p>Pupils should know:</p> <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>
<p><b>Changing adolescent body</b></p>	<p>Pupils should know:</p> <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> <li>• <b>Sex education – how babies are conceived and born.</b></li> </ul>

## APPENDIX 3 – WOODBRIDGE GROWING UP (including puberty) CURRICULIM MAP

All work is planned from the PSHCE Matters Derbyshire County Scheme of Work, supplementary resources are listed where possible.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	SUPPLEMENTAL RESOURCES
3	2	<b>BULLYING MATTERS</b> <ul style="list-style-type: none"> <li>R12 - Developing strategies for getting support for themselves or for others at risk.</li> <li>R14 - Understanding the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice based language, 'trolling').</li> <li>R18 - Knowing how to recognise bullying and abuse in all its forms.</li> </ul>	Supplemented with resources from the Anti-bullying Alliance during Anti-Bullying Week
	3	<b>GROWING UP</b> <ul style="list-style-type: none"> <li>H9. Understanding that everyday hygiene routines can limit the spread of infection.</li> <li>H25. Identifying what contributes to who we are.</li> <li>H27. Recognising their individuality and personal qualities.</li> <li>H28. Identifying personal strengths, skills, achievements and interests.</li> <li>H30. Identifying the external genitalia and internal reproductive organs and how the process of puberty relates to human reproduction.</li> <li>H32. Identifying the importance of keeping clean and how to maintain personal hygiene.</li> <li>H33. Understanding the human life cycle.</li> <li>R22. Understanding privacy and personal boundaries.</li> <li>R26. Recognising what seeking and giving permission (consent) means.</li> <li>R29. Explaining where to get advice or report concerns if worried.</li> </ul>	NSPCC Pants resources to teach about consent and appropriate touching
	4	<b>EXPLORING EMOTIONS</b> <ul style="list-style-type: none"> <li>R1 - Recognising a wide range of emotions in themselves and others.</li> <li>R7 - Understanding their actions affect themselves and others.</li> </ul>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	SUPPLEMENTAL RESOURCES
		<ul style="list-style-type: none"> <li>R12 - Developing strategies to resolve disputes. Identifying strategies to manage emotions.</li> <li>H1, H6 - Deepening their understanding of good and not so good feelings. Extending vocabulary to help explain the range and intensity of feelings.</li> </ul>	
	5	<p><b>BEING HEALTHY</b></p> <ul style="list-style-type: none"> <li>H1 - Exploring what affects their physical, mental and emotional health.</li> <li>H2 - Understanding the concept and benefits of a balanced healthy lifestyle.</li> <li>H2 - Identifying how to make informed choices.</li> <li>H3 - Understanding what is included in a balanced diet.</li> <li>H3 - Understanding what may influence our choices.</li> </ul>	
	6	<p><b>DIFFERENCE AND DIVERSITY</b></p> <ul style="list-style-type: none"> <li>R13 - Recognising the differences and similarities between people, but understand everyone is equal.</li> <li>R14 - Recognising the nature and consequences of discrimination.</li> <li>R16 - Recognising and challenging stereotypes.</li> </ul>	
4	2	<p><b>BEING SAFE</b></p> <ul style="list-style-type: none"> <li>H15 - Identifying where and how to get help.</li> <li>H21 - Developing strategies for keeping physically and emotionally safe in different situations.</li> <li>H22 - Understanding the importance of protecting information particularly online.</li> <li>H23, H24, H25 - Understanding how to become digitally responsible.</li> </ul>	
	3	<p><b>RELATIONSHIPS (includes friendships)</b></p> <ul style="list-style-type: none"> <li>R2 - Recognising what constitutes a healthy relationship and develop the skills to form positive and healthy relationships.</li> <li>R3 - Recognising ways in which a relationship can be unhealthy and whom to talk to if they need support.</li> <li>R4 - Recognising different types of relationship.</li> <li>R7 - Understanding that actions affect themselves and others.</li> </ul>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	SUPPLEMENTAL RESOURCES
		<ul style="list-style-type: none"> <li>R9 - Understanding when it is right to 'break a confidence' or 'share a secret'.</li> <li>R10 - Listening and responding respectfully.</li> <li>R21 - Understanding personal boundaries.</li> </ul>	
	5	<p><b>CHANGES</b></p> <ul style="list-style-type: none"> <li>H6 - Understanding good and not so good feelings including their range and intensity.</li> <li>H7 - Developing an understanding that change can cause conflicting emotions.</li> <li>H7 - Acknowledging, exploring and identifying how to manage change positively.</li> <li>H8 - Exploring changes including puberty.</li> <li>H14 - Knowing where to go for help and how to ask for help.</li> </ul>	
	6	<p><b>DRUG EDUCATION</b></p> <ul style="list-style-type: none"> <li>H2 - Recognising how to make informed choices.</li> <li>H9 - Understanding that people have different attitudes to risk.</li> <li>H10, H11 - Recognising, predicting and assessing risks in different situations.</li> <li>H14 - Where to get help and how to ask for help.</li> <li>H17 - Distinguishing between safe and harmful and to know some substances can be harmful if misused.</li> <li>H21, H23 - Learning rules about staying safe.</li> </ul>	
5	2	<p><b>BULLYING MATTERS</b></p> <ul style="list-style-type: none"> <li>R7 - Understanding that their actions affect themselves and others.</li> <li>R12 - Developing strategies for getting support for themselves or for others at risk.</li> <li>R13 - Identifying that differences and similarities arise from a number of factors.</li> <li>R14 - Understanding the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice based language, 'trolling').</li> <li>R18 - Knowing how to recognise bullying and abuse in all its forms.</li> </ul>	Supplemented with resources from the Anti-bullying Alliance during Anti-Bullying Week
	3	<p><b>GROWING UP</b></p> <ul style="list-style-type: none"> <li>H27. Recognising their individuality and personal qualities.</li> </ul>	BBC Periods Matters video

YEAR GROUP	TERM	TOPIC/THEME DETAILS	SUPPLEMENTAL RESOURCES
		<ul style="list-style-type: none"> <li>• H28. Identifying personal strengths, skills, achievements and interests.</li> <li>• H31. Identifying the physical and emotional changes that happen when approaching/ during puberty.</li> <li>• H32. Identifying the importance of keeping clean and how to maintain personal hygiene.</li> <li>• H34. Identifying where to get advice.</li> <li>• H35. Recognising the responsibilities growing up brings.</li> <li>• R26. Recognising what seeking and giving permission (consent) means.</li> <li>• R29. Explaining where to get advice or report concerns if worried.</li> <li>• L11. Recognising ways in which social media can be used positively and negatively.</li> <li>• L16. Identifying how images on social media can be manipulated.</li> </ul>	<p>P&amp;G Puberty Videos (one for girls and one for boys)</p> <p>Amaze.org video on products for menstrual flow.</p> <p>Smile &amp; Learn Personal Hygiene video</p>
	4	<p><b>EXPLORING EMOTIONS</b></p> <ul style="list-style-type: none"> <li>• R1 - Recognising a wide range of emotions in themselves and others. Responding appropriately to a range of emotions in themselves and others.</li> <li>• R7 - Understanding their actions affect themselves and others.</li> <li>• R12 - Developing strategies to resolve disputes. Identifying strategies to manage emotions.</li> <li>• H1, H6 - Deepening their understanding of good and not so good feelings.</li> <li>• H7 - Recognising conflicting emotions.</li> </ul>	
	5	<p><b>BEING HEALTHY</b></p> <ul style="list-style-type: none"> <li>• H1 - Exploring what affects their physical, mental and emotional health.</li> <li>• H2 - Understanding the concept and benefits of a balanced healthy lifestyle.</li> <li>• H2 - Identifying how to make informed choices.</li> <li>• H3 - Understanding what is included in a balanced diet.</li> <li>• H3 - Understanding what may influence our choices.</li> </ul>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	SUPPLEMENTAL RESOURCES
	6	<p><b>DIFFERENCE AND DIVERSITY</b></p> <ul style="list-style-type: none"> <li>R10 - Identifying how to listen and respond respectfully to a wide range of people.</li> <li>R13 - Recognising the factors that make people the same or different.</li> <li>R14 - Recognising the nature and consequences of discrimination.</li> <li>R16 - Recognising and challenging stereotypes.</li> <li>R17 - Understanding the correct use of the terms sex, gender identity and sexual orientation.</li> </ul>	
6	2	<p><b>BEING SAFE</b></p> <ul style="list-style-type: none"> <li>H2 - Understanding how to make informed choices.</li> <li>H10 - Exploring how to recognise, predict and assess risks in different situations.</li> <li>H11 - Understanding that increased independence brings increased responsibility to keep themselves safe.</li> <li>H15 - Explaining how rules can keep them safe. H15 - Identifying where and how to get help.</li> <li>H16 - Understanding the term 'habit.' Not in relation to substance abuse.</li> <li>H21 - Developing strategies for keeping physically and emotionally safe in different situations.</li> <li>H22 - Understanding the importance of protecting information particularly online.</li> <li>H23, H24, H25 - Understanding how to become digitally responsible.</li> </ul>	
	3	<p><b>RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>R2 - Recognising what a healthy relationship is.</li> <li>R3 - Recognising ways in which a relationship can be unhealthy and whom to talk to if they need support.</li> <li>R4 - Recognising different types of relationship, <b><i>including those between acquaintances, friends, relatives and families.</i></b></li> </ul>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	SUPPLEMENTAL RESOURCES
		<ul style="list-style-type: none"> <li>R5, R6 - Understanding the true meaning behind civil partnerships and marriage.</li> <li>R12 - Resolving conflicts.</li> <li>R20 - Recognising that forcing anyone to marry is a crime.</li> <li>R21 - Understanding about confidentiality and about times when it is necessary to break a confidence.</li> </ul>	
	<b>5</b>	<p><b>CHANGES</b></p> <ul style="list-style-type: none"> <li>H8 - Exploring and managing loss, separation, divorce and bereavement.</li> <li>H14 - Practising asking for help and knowing where to go for help.</li> </ul>	
	<b>6</b>	<p><b>DRUG EDUCATION</b></p> <ul style="list-style-type: none"> <li>H2 - Knowing how to make informed choices.</li> <li>H10, H17 - Identifying a range of drugs/substances and assessing some of the risks/effects.</li> <li>H13 - Identifying influences and when an influence becomes a pressure.</li> <li>H14 - Developing skills of how to ask for help.</li> <li>H15 - Identify basic emergency procedures.</li> <li>H16 - Understanding the term 'habit' and why habits can be hard to change.</li> </ul>	External first aid training. .
	<b>6</b>	<p><b>Revisit puberty (with class teachers)</b></p> <ul style="list-style-type: none"> <li>H30. Identifying the external genitalia and internal reproductive organs and how the process of puberty relates to human reproduction.</li> <li>H31. Identifying the physical and emotional changes that happen when approaching/ during puberty.</li> <li>H33. Understanding the human life cycle.</li> <li>L11. Recognising ways in which social media can be used positively and negatively.</li> <li>L16. Identifying how images on social media can be manipulated.</li> </ul>	<p>Dove Evolution lesson plan and resources on body image and social media.</p> <p>P&amp;G Puberty Videos (co-ed)</p> <p>PSHCE Matters resources</p>

## APPENDIX 4 - Mapping vocabulary for the introduction of sexual body parts, puberty and reproduction

	Y3/Y4	Y5/Y6
penis	Y	
vulva	Y	
vagina	Y	
pregnant/pregnancy	Y	
womb	Y	
breasts	Y	
testicles	Y	
genitals	Y	
sperm	Y	
egg	Y	
ovaries	Y	
fallopian tube	Y	
pubic hair	Y	
period	Y	
menstruation	Y	
hormones	Y	
urethra		Y
semen	Y	
erection	Y	
ovulation		Y
anus	Y	
foreskin		Y
wet dream	Y	
masturbation		Y
ejaculation		Y
foetus	Y	
embryo		Y

