



Relationships, Sex and Health Education policy

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| Policy created by: Sarah Stokes | Date: Spring 2021 |
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| Last reviewed: April 2024 | By M Steventon |
| Next review by: April 2025 | |

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1. 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
- Go alongside British Values and our school R.E.S.P.E.C.T. values.

2. Statutory requirements

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

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

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

At Pinfold Street 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. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a focus group about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition

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 curriculum is set out as per 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.

Primary sex education (if chosen to be delivered on a cohort by cohort basis based on the needs of the children) will focus on:

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

For more information about our curriculum, see our curriculum map in Appendix 1.

Parental permission will always be sought where needed.

6. Delivery of RSE

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) with some ICT content being taught in those lessons.

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

Sex education will be taught judged on a cohort by cohort basis – taking into account the maturity, age, religious backgrounds and special educational needs of our pupils. Sex education will be in line with the DfE guidance to: *“make sure boys and girls are prepared for the changes adolescence brings anddraw on the knowledge of the human life cycle set out in science lessons to explain how a baby is conceived and born.”* These lessons will only be taught with parental permission.

For more information about our RSE curriculum, see Appendices 1 and 2.

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. Roles and responsibilities

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).

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.

All of KS1 and KS2 staff as well as HTLAs are responsible for teaching RSE in school with the support of all teaching assistants.

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

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/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher. The headteacher will meet with the parents to discuss the benefits of this curriculum and also the reasons for parents' wishes to withdraw. Where appropriate the headteacher will also discuss viewpoints with the pupil themselves.

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 **Mr M Steventon** through:

Work scrutiny, our school QICCE system and through learning walks and conversations with the pupils.

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

This policy will be reviewed by **Mr M Steventon** annually. At every review, the policy will be approved by the governing board and the headteacher.

Appendix 1: Relationships and sex education curriculum map

Thematic approach for PSHE (including **RSE link** **ICT link** **Science link** and lesson links to Yasmin & Tom)

| | Autumn: Relationships | | | Spring: Living in the wider world | | | Summer: Health and Wellbeing | | |
|---------------|--|---|--|---|---|--|--|--|--|
| | Families & Friendships | Safe relationships | Respecting ourselves and others | Belonging to a community | Media literacy and digital resilience | Money and work | Physical health and mental wellbeing | Growing and changing | Keeping safe |
| Year 1 | Roles of different people; families; feeling cared for Module 1 Lesson 3 | Recognising privacy; staying safe; seeking permission | How behaviour affects others; being polite and respectful | What rules are; caring for others' needs; looking after the environment | Using the internet and digital devices; communicating online | Strengths and interests; jobs in the community | Keeping healthy; food and exercise, hygiene routines; sun safety Module 1 Lesson 5 | Recognising what makes them unique and special; feelings; managing when things go wrong | How rules and age restrictions help us; keeping safe online Module 1 Lesson 7 |
| Year 2 | Making friends; feeling lonely and getting help Module 1 Lesson 2 | Managing secrets; resisting pressure and getting help; recognising hurtful behaviour | Recognising things in common and differences; playing and working cooperatively; sharing opinions | Belonging to a group; roles and responsibilities; being the same and different in the community | The internet in everyday life; online content and information | What money is; needs and wants; looking after money | Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help Module 1 Lessons 4&5 | Growing older; naming body parts; moving class or year Module 1 Lessons 4&6 | Safety in different environments; risk and safety at home; emergencies Module 1 Lesson 7 |
| Year 3 | What makes a family; features of family life Module 2 Lesson 5 | Personal boundaries; safely responding to others; the impact of hurtful behaviour Module 2 Lesson 5 | Recognising respectful behaviour, the importance of self-respect; courtesy and being polite Module 2 Lessons 3&5 | The value of rules and laws; rights, freedoms and responsibilities | How the internet is used; assessing information online | Different jobs and skills; job stereotypes; setting personal goals | Health choices and habits; what affects feelings; expressing feelings | Personal strengths and achievements; managing and reframing setbacks Module 2 Lesson 7 | Risks and hazards; safety in the local environment and unfamiliar places |

Thematic approach for PSHE (including RSE link ICT link Science link and lesson links to Yasmin & Tom)

| | Families & Friendships | Safe relationships | Respecting ourselves and others | Belonging to a community | Media literacy and digital resilience | Money and work | Physical health and mental wellbeing | Growing and changing | Keeping safe |
|--------|---|--|--|--|--|--|---|--|--|
| Year 4 | Positive friendships, including online Module 2 Lesson 4 | Responding to hurtful behaviour; managing confidentiality; recognising risks online Module 2 Lessons 5&8 | Respecting differences and similarities; discussing difference sensitively Module 2 Lesson 3 | What makes a community; shared responsibilities | How data is shared and used | Making decisions about money; using and keeping money safe | Maintaining a balanced lifestyle; oral hygiene and dental care Module 2 Lesson 7 | Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty Module 2 Lesson 6 Module 3 Lesson 7 | Medicines and household products; drugs common to everyday life |
| Year 5 | Managing friendships and peer influence Module 3 Lesson 4 | Physical contact and feeling safe Module 3 Lesson 5 | Responding respectfully to a wide range of people; recognising prejudice and Discrimination Module 3 lesson 13 | Protecting the environment; compassion towards others Module 3 Lesson 14 | How information online is targeted; different media types, their role and impact | Identifying job interests and aspirations; what influences career choices; workplace stereotypes Module 2 Lesson 2 | Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies | Personal identity; recognising individuality and different qualities; mental wellbeing | Keeping safe in different situations, including responding in emergencies, first aid and FGM |
| Year 6 | Attraction to others; romantic relationships; civil partnership and marriage Module 3 Lesson 13 | Recognising and managing pressure; consent in different Situations Module 3 Lessons 4,5,10 | Expressing opinions and respecting other points of view, including discussing topical issues | Valuing diversity; challenging discrimination and stereotypes Module 3 Lesson 14 | Evaluating media sources; sharing things online | Influences and attitudes to money; money and financial Risks | What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online | Human reproduction and birth; increasing independence; managing transition Module 3 Lessons 10,11,12 | Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media |

PRIMARY SCHOOL EXPECTATIONS - What pupils should know by the end of Year 6

| TOPIC | PUPILS SHOULD KNOW |
|---------------------------------------|--|
| Families and people who care about me | <ul style="list-style-type: none">• That families are important for children growing up because they can give love, security and stability• 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• 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• 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• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed |
| Caring friendships | <ul style="list-style-type: none">• How important friendships are in making us feel happy and secure, and how people choose and make friends• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded• 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• 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 |

| TOPIC | PUPILS SHOULD KNOW |
|--------------------------|---|
| Respectful relationships | <ul style="list-style-type: none"> • 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 • 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 • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults |
| Online relationships | <ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • 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 • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online |
| Being safe | <ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • 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 • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources |

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 | |
| Discussions with pupil (where appropriate) | |

Appendix 4: Parent booklets – sent out every September



Pinfold Street
Primary School



Growing up with
Yasmine and Tom



Year 1 and 2

Relationships and Sex Education curriculum.

Growing up with Yasmin and Tom.

Yasmine and Tom, our characters, will guide our pupils through lots of situations and provide stimulus to talk about things like our bodies, our relationships and feelings and how to stay safe online. The characters get older as the pupils do so they will stay relevant throughout primary school.

Teachers will provide safe, comfortable and confidence-building learning environments for these lessons with some established ground rules which will be recapped at the beginning of each lesson. Ground rules will be made as a whole class and will include things like: confidentiality, listening to each other, having the right to pass, recognising that it is ok to disagree respectfully, avoid personal questions etc.

HOME LEARNING USEFUL WEBSITES TO SUPPORT:

www.antibullyingalliance.org.uk

www.nspcc.org.uk

Picture books – family diversity: <https://www.stonewall.org.uk/our-work/education-resources>

Relationships and sex education lessons during Years 1 and 2.

| Let's learn: | Lesson target. | Key questions covered. |
|---|---|---|
| <u>LESSON 1</u> To describe some ways that boys and girls are similar or the same. That there is more than one way to be a boy or a girl. | To be introduced to the theme and characters. To begin to be able to challenge gender stereotypes. | <ul style="list-style-type: none">• What do boys/girls like to do?• Is this always the same? Do people sometimes suggest they are?• Is this true?• Which toys are for boys and girls?• Is there anything they cannot do together because one of them is a boy and one of them is a girl?• What can we say if someone says that something is just for boys or just for girls?• What can we do to help make sure all children are included in all activities and choices? |
| <u>LESSON 2</u> Describe what makes a good friend. Identify when friendship feels | To understand how to be a good friend and what makes friendship feel good. | <ul style="list-style-type: none">• How do you know that you are a good friend?• Why is friendship important?• What can you do if friendship does not feel good?• How can you get help? |

| | | |
|--|--|---|
| <p>good.</p> <p>Describe how to solve a problem when a friendship goes wrong.</p> | | |
| <p><u>LESSON 3.</u></p> <p>To identify different types of families.</p> <p>To describe a similarity and difference between different types of families.</p> | <p>To develop understanding that there are many different types of family and that in our school we value all types of families equally.</p> | <ul style="list-style-type: none"> • What is a family? • Were you the first child to arrive in the family? • Is that the same for everyone? • Do you live with all the members of your family? • Is that the same for everyone? • Can you describe a family that is different from your own? |
| <p><u>LESSON 4.</u></p> <p>To explain that all bodies are different.</p> <p>Say what is brilliant about my body.</p> <p>Explain what to do if someone says mean things about someone's body.</p> <p>Describe how to get help.</p> | <p>For pupils to recognise that all bodies are different and that all bodies can do different things.</p> <p>To develop a positive body image about themselves and learn skills to respond to any negative comments.</p> | <ul style="list-style-type: none"> • Are any two bodies the same size and shape? • Can all bodies do the same things? • What is great about your body? • What can we say when someone is mean about someone's body? • What can we do to look after our bodies? |
| <p><u>LESSON 5.</u></p> <p>To name objects that are used to keep someone clean and healthy and say why it is important to keep clean.</p> <p>Explain what to do if someone says mean things about someone's body.</p> <p>I can say how to look after my body and which things I am learning to do.</p> | <p>To develop an awareness of and take increasing responsibility for taking care of their own needs.</p> | <ul style="list-style-type: none"> • Why do we need to keep clean? • What different things do we do that help to look after our bodies? • What can we do for ourselves now that we are more grown up? • What will you learn to do for yourself soon? |
| <p><u>LESSON 6.</u></p> <p>To name the different parts of my body including the private and personal body parts.</p> <p>To explain what private and personal parts are and how they are identified.</p> | <p>To be able to name their personal and private body parts, in a safe space, confidently.</p> <p>To understand what 'private' means.</p> | <ul style="list-style-type: none"> • What do we know about the differences between most girls and most boys? • What are the actual differences between most girl's and most boy's bodies? • Can you name the personal and private parts of your body? • What are those parts called in your family? • What are the biological names for these parts of the body? |
| <p><u>LESSON 7.</u></p> <p>To recognise when a situation is safe and unsafe.</p> <p>To describe some ways I can keep safe.</p> <p>To describe how to get help.</p> | <p>To have an awareness of some of the ways they can keep themselves safe.</p> <p>To build a support network of people who can help them.</p> | <ul style="list-style-type: none"> • What do we know about keeping our bodies safe? • How can we stay safe when we are out and about? • Who can help us when we are feeling unsafe or when we have a problem we cannot solve on our own? • How can we stay safe online? |

Key vocabulary which children will learn and continue to use throughout school.

Bottom



Vulva



Penis and Testicles



Nostrils



Shins



Thighs



Chest



Year 3 and 4

Relationships and Sex Education curriculum.

Growing up with Yasmin and Tom.

Yasmine and Tom, our characters, will guide our pupils through lots of situations and provide stimulus to talk about things like our bodies, our relationships and feelings and how to stay safe online. The characters get older as the pupils do so they will stay relevant throughout primary school.

Teachers will provide safe, comfortable and confidence-building learning environments for these lessons with some established ground rules which will be recapped at the beginning of each lesson. Ground rules will be made as a whole class and will include things like: confidentiality, listening to each other, having the right to pass, recognising that it is ok to disagree respectfully, avoid personal questions etc.

HOME LEARNING USEFUL WEBSITES TO SUPPORT:

Developing a positive sense of self and coping strategies for managing feelings:

<http://webarchive.nationalarchives.gov.uk/20110812101121/http://nsonline.org.uk/node/87009>

Different family discussion: <https://www.youtube.com/watch?v=JG0yqhzVuYA>

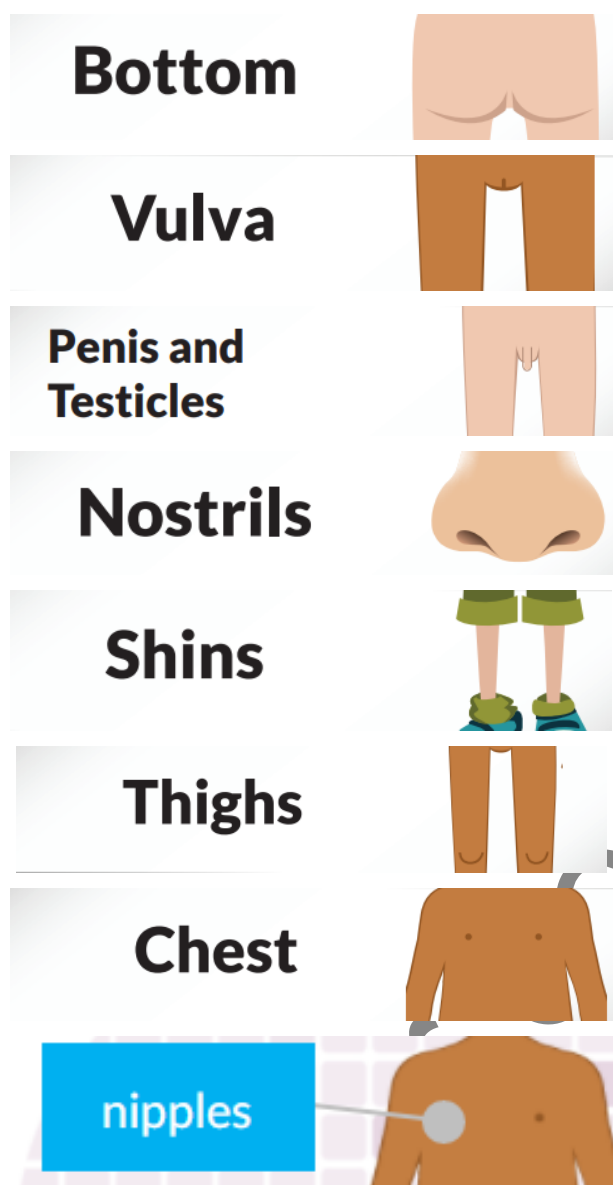
NSPCC: <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwearrule/>

Relationships and sex education lessons during Years 3 and 4.

| Let's learn: | Lesson target. | Key questions explored. |
|---|--|--|
| <u>LESSON 1</u> To contribute to small group discussion. To identify 1 person I can talk with about growing up. | To establish a working agreement and ground rules for our group. | <ul style="list-style-type: none"> • What do we need to do to make sure we can all safely learn together about our bodies? • What will make our classroom a safe space to discuss relationships? • What do we remember about Yasmine and Tom and what do we think they want to know about growing up, bodies and friendships? |
| <u>LESSON 2</u> I can take part in a discussion and respond respectfully to someone I don't agree with. I can describe what a stereotype is. | To develop an understanding of gender stereotypes | <ul style="list-style-type: none"> • What do I want to be when I grow-up? • What or who might influence us to choose certain jobs? • Can men and women do the same jobs? |
| <u>LESSON 3</u> I can show respect to others who are different to me. | To develop a positive sense of self. | <ul style="list-style-type: none"> • How can we feel good about ourselves? • Should we all look the same? • What do I want to do in the future? |

| | | |
|---|---|--|
| <p>I can tell you at least one thing I am good at.</p> <p>I can tell you one thing I can do to make myself feel better if I am feeling down.</p> | | <ul style="list-style-type: none"> • What skills do I want to learn? • How do I pick myself up if I feel down? |
| <p><u>LESSON 4</u></p> <p>I can tell you two or more things that make a good friend.</p> <p>I can tell you two things that would make me think someone is not a good friend.</p> <p>I can explain what I need to do to be a good friend.</p> | <p>To develop pupil understanding of what a good and/or healthy friendship is.</p> | <ul style="list-style-type: none"> • What is a healthy relationship? • When does friendship feel good? • Can girls and boys be friends? • Can we still be friends with someone if we like different things? |
| <p><u>LESSON 5</u></p> <p>I can tell you one thing that most families have in common and one way in which families can be different.</p> <p>I can explain how I would respond to unkind, mean or bullying behaviour about my family or someone else's.</p> <p>I can identify who I talk to if I am worried about anyone or anything in my family.</p> | <p>To explore diversity in families and to have some ideas of what to do if there are any difficulties in their family</p> | <ul style="list-style-type: none"> • What is a family? • Are all families the same? • How do families change? • What can we do if there are difficulties in our families? |
| <p><u>LESSON 6.</u></p> <p>I can label the personal and private parts of bodies.</p> <p>I can explain the difference between safe and unsafe touches.</p> <p>I know that no one has the right to touch us in a way that feels unsafe not even someone in our family</p> | <p>To reinforce language for the personal and private parts of the body and to explore ideas of safe touch, personal space and consent.</p> | <ul style="list-style-type: none"> • Who does my body belong to? • What are the names for my personal and private body parts? • What is safe and unsafe touch? • How can I say no to touch I don't want? • How do I ask someone if I can hold their hand or hug them? |
| <p><u>LESSON 7.</u></p> <p>I can tell you at least one brilliant thing about my body.</p> <p>I can explain which parts of the body I particularly need to keep clean as I get older.</p> | <p>To feel good about our bodies and to understand more about keeping clean and not spreading germs.</p> | <ul style="list-style-type: none"> • What do I like about my body? • What is brilliant about what my body can do? • How are germs spread? • How do we keep clean and healthy? |

Key vocabulary which children will learn and continue to use throughout school



Year 5 and 6

Relationships and Sex Education curriculum.

Growing up with Yasmin and Tom.

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Teachers will provide safe, comfortable and confidence-building learning environments for these lessons with some established ground rules which will be recapped at the beginning of each lesson. Ground rules will be made as a whole class and will include things like: confidentiality, listening to each other, having the right to pass, recognising that it is ok to disagree respectfully, avoid personal questions etc.

HOME LEARNING USEFUL WEBSITES TO SUPPORT:

Online safety and online bullying: CEOP <https://www.thinkuknow.co.uk/>

- Childline <https://www.childline.org.uk/>*
- NSPCC <https://www.nspcc.org.uk/>

Relationships and sex education lessons during Years 5 and 6

| Let's learn: | Lesson target. | Key questions explored. |
|--|--|--|
| LESSON 1 I can tell you two things that change as we get older. I can explain what ground rules are and why they are important. | To introduce the unit of work and develop ground rules for the unit. | <ul style="list-style-type: none"> • What changes as we get older? • What makes a safe learning environment? |
| LESSON 2. I can explain how healthy friendships and relationships make me feel. I can explain what online bullying is. I can tell someone what to do if they see something that is upsetting or shocking online. | To explore the challenges of on and offline friendships. | <ul style="list-style-type: none"> • When do friendships feel positive online and face to face? • What is online bullying? • How can I stay safe online? |
| LESSON 3. I can explain the difference between a safe and unsafe secret. I can describe some qualities of a good friendship. I can ask for help if I need it. | To explore trust and secrets in our friendships. | <ul style="list-style-type: none"> • What is trust? • When do I need to share a secret? • What is a good friend? • Who can help me if I need it? |

| | | |
|--|---|---|
| <p>LESSON 4.</p> <p>What is peer pressure?</p> <p>Is peer pressure always a bad thing?</p> <p>How can we say no to things we don't want to do?</p> | <p>I can say no to something I don't want to do.</p> <p>I can explain what peer pressure is</p> | <ul style="list-style-type: none"> • What is peer pressure? • Is peer pressure always a bad thing? • How can we say no to things we don't want to do? |
| <p>LESSON 5</p> <p>I can explain the need to ask and receive permission (consent) for some types of touch.</p> <p>I can identify when physical contact feels unsafe and describe how to ask for help.</p> <p>I can evaluate the importance of choice, control and time limit in making safer choices.</p> | <p>To understand safe and unsafe touch.</p> <p>To be able to say no to unwanted touch or behaviour.</p> | <ul style="list-style-type: none"> • Why do I have to ask permission to touch someone? • What if someone won't stop when I have asked them to stop? • Who can I tell if I feel unsafe? |
| <p>LESSON 6.</p> <p>What is safe to share online?</p> <p>What are the risks of posting photos of myself online?</p> | <p>I can explain why posting pictures online could be risky.</p> <p>I can explain the law about sharing pictures of a child's personal and private body parts. I can describe how to help a friend who has made a 'mistake' online.</p> | <ul style="list-style-type: none"> • What is safe to share online? • What are the risks of posting photos of myself online? |
| <p>LESSON 7.</p> <p>I can identify some of the changes that will happen in my body and other bodies during puberty.</p> <p>I can describe who to talk to when I need help dealing with the changes at puberty.</p> <p>I can ask for support for any changes that are difficult to manage.</p> | <p>To understand physical and emotional changes at puberty.</p> | <ul style="list-style-type: none"> • What is puberty? • How do our bodies change? • How can we manage these changes? |
| <p>LESSON 8.</p> <p>I can explain what a period (menstruation) is.</p> <p>I can suggest ways to overcome possible problems from periods.</p> | <p>To learn about periods (menstruation).</p> | <ul style="list-style-type: none"> • What is a period? • What is a tampon? • What is a sanitary towel? • What can help with period pain? • Who can help if someone is struggling to manage their period? |
| <p>LESSON 9.</p> <p>I can explain what wet dreams are.</p> <p>I can explain that some boys have wet dreams, and some don't.</p> <p>I can suggest ways to manage wet dreams.</p> <p>I can describe what masturbation is.</p> | <p>To understand more about wet dreams and masturbation.</p> | <ul style="list-style-type: none"> • What is a wet dream? • Does everyone get wet dreams? • What can someone do to manage wet dreams? • What is masturbation? • Is it OK to masturbate? |
| <p>LESSON 10.</p> <p>I can describe fertilization through sexual intercourse.</p> <p>I can explain how a baby is made and that different people use different methods to do this.</p> <p>I can describe what consent means.</p> | <p>To learn and understand how babies are made.</p> | <ul style="list-style-type: none"> • Why do people have babies? • How do people have babies? • What is consent? |

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| I know the age of consent. | | |
| LESSON 11 I know can explain that some people have help to become pregnant. I can explain why some people need assistance to make a baby. I can explain describe the difference between identical and non-identical twins. | To learn and understand how babies are made. To learn about multiple births. | <ul style="list-style-type: none"> • Why do people have babies? • How do people have babies? • Why do some people need help to have a baby? • Why do some people have more than one baby? |
| LESSON 12 I can say how long an average pregnancy lasts. I can explain why a pregnancy lasts approximately 40 weeks (9 months). I can identify and explain why some things that should and should not be eaten in pregnancy. I can explain describe how babies are born (delivered). I can work in a group. | To learn about pregnancy and how babies develop. | <ul style="list-style-type: none"> • How does a baby grow in the uterus? • How are babies born? • Does it hurt? |
| LESSON 13 I understand what key terms related to sexual orientation and gender identity. I can define what sexual orientation and gender identity mean. I can identify things that shape our personal identity. I can explain what prejudice means | To develop pupil understanding of key terms related to sexual orientation and gender identity and the unacceptability of prejudice. | <ul style="list-style-type: none"> • Who am I? • What do we mean by sexual orientation? • What do we mean by gender identity? |
| LESSON 14 I can describe discrimination. I can explain that groups of people are protected by the Equality Act. I can describe ways to challenge prejudice and discriminatory behaviour | To understand more about discrimination and the groups covered by the equality act | <ul style="list-style-type: none"> • What are the protected characteristics? • Who can help if I experience discrimination or prejudice? • What helps to promote equality? |
| LESSON 15 I can describe what Childline is and how to access it. Using my helping hand, I can identify who I can go to for help. I can explain that there is nothing too awful or small that I can't talk to someone about it. | To learn about who can help including external services and know that it is good to talk no matter what the issue. | <ul style="list-style-type: none"> • What is Childline? • Why might someone call Childline? • Who can I ask for Help? |

Parental right to withdraw their children from lessons highlighted

Key vocabulary which children will learn and continue to use throughout school

