



Relationships and Sex Education Policy

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1. Aims

Relationships and sex education (RSE) will, in line with the ethos of Grimsdyke School and the universal rights of children, support pupils through their physical, emotional and moral development by providing them with clear information and opportunities to relate this to a wider context.

The RSE programme is delivered as part of our PSHE (Personal, Social and Health Education) curriculum and reflects the school ethos. It demonstrates and encourages the following values:

- Respect for self;
- Respect for others;
- Responsibility for their own actions;
- Responsibility within and for their family, friends, schools and wider community.

The aims of relationships and sex education (RSE) at our school is 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
- Ensure that students have the knowledge and tools they need for effective safeguarding

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](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Grimsdyke School, the governing body has determined that the school will deliver a programme of RSE which was developed by teaching staff and refined by a working party of governors and parents. We teach this programme of RSE as set out in this policy.

3. Policy and programme development

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

1. A focus group of students were consulted and asked to review the current provision for RSE and make suggestions about how this could be updated and improved
2. The Senior Leadership Team along with Middle Leaders created a scheme of work with staff that linked our RSE provision to our PSHE curriculum
3. The scheme was circulated to all parents for comment. A consultation meeting took place to review the programme in the light of comments and issues raised. The programme was modified as a result.
4. The scheme was then sent out a second time for further comments.
5. Information from the consultation process that led to the finalised programme was then used to redraft this policy.
6. 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, human development, healthy lifestyles including personal and sexual health, safeguarding, 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 planning for RSE is embedded into the summer term PSHE plans which can be viewed on our school website (on the PSHE curriculum page). A summary of the programme and the content covered is included in Appendix 1 of this policy. We may need to adapt and refine this programme as and when necessary, for example if school closure has caused a cohort to miss delivery of one part of the programme.

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 or the programme then teachers will respond in an appropriate manner so pupils are adequately informed and therefore less likely to seek answers online. Where students have questions which staff are not able to answer within the scope of this policy and the scheme of work, students will be actively encouraged to raise these questions with their parents. Where appropriate, staff will alert specific parents to questions that their child has raised to support them in being able to prepare to have a conversation about the issues involved.

The sex education component of our programme will focus on:

- Preparing boys and girls for the changes that adolescence brings

➤ How a baby is conceived and born

For more information about the specific content each year group will study, please refer to the summer term PSHE plans which can be viewed on our website.

6. Delivery of RSE

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

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).

We teach age-appropriate sex education in Years 5 and 6 as part of our PSHE curriculum, going beyond the statutory content about puberty to include factual information about human reproduction. We believe this information is important for children before they leave primary school, particularly as children naturally become more aware and curious about how life begins, and may seek information from less reliable sources if we do not provide age-appropriate, factual teaching.

We define sex education as learning about human reproduction. It is defined as those lessons covering sexual intercourse, conception, the stages of pregnancy and birth. It includes the emotional impact of having a baby as well as the physical facts. Sex education is not learning about different types of sexual activity.

This is distinct from the statutory Health Education content about puberty and menstruation, and from Science curriculum content about life cycles and reproduction in mammals, from which children cannot be withdrawn.

At Grimsdyke School, we use the Jigsaw scheme to teach PSHE which includes the RSE elements in the summer term.

The Jigsaw Approach: A Whole-School Framework

We use Jigsaw PSHE as our curriculum framework because it provides a comprehensive, carefully sequenced scheme of work that brings consistency and progression to children's learning across their primary years. Built on current research and best practice in child development, safeguarding and health education, it is kept continuously up to date with evolving statutory guidance and enables us to deliver high-quality PSHE education that meets our children's needs. The programme is distinctive in its approach including:

Emotional literacy at the core - Every Jigsaw lesson systematically develops children's emotional vocabulary and understanding. Children learn to recognise, name and talk about a wide range of feelings in themselves and others. This emotional literacy supports children's ability to share and discuss things that are important in their lives, to seek help when needed, and to build positive relationships.

Mindful practice - Every Jigsaw lesson begins with 'Calm Me Time', a mindfulness activity designed to support self-regulation and create a safe, focused space for learning. This consistent practice forms part of our approach to children's emotional wellbeing and helps children to be ready for open, thoughtful discussion.

Connection and community - The 'Connect Us' activity in every lesson strengthens relationships within the class and develops children's social skills, building a sense of belonging and mutual respect that underpins all learning.

Developing skills for respectful dialogue - PSHE lessons provide regular opportunities for children to develop and practise essential communication skills including listening to others, expressing their own views clearly and respectfully, considering different perspectives, and engaging in constructive discussion. These oracy skills are fundamental to building positive relationships and respectful communities, enabling children to navigate differences with kindness and to participate confidently in democratic discussion.

Age-appropriate spiral curriculum - Topics are revisited across year groups with increasing depth and complexity, enabling children to build on prior learning in line with their developing maturity and understanding, with teachers able to adapt according to their pupils' needs.

Interactive, participative teaching - Lessons are designed to be engaging and active, using discussion, role-play, problem-solving and creative activities to develop skills alongside knowledge. Children don't just gain information - they explore topics in age-appropriate ways and develop practical skills that support them in their everyday lives.

6.1 Inclusivity

The school is committed to ensuring that RSE is accessible to all pupils, including those with Special Educational Needs and Disabilities (SEND).

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

Teaching will be adapted to meet individual needs through:

- differentiated activities;
- adapted resources;
- visual supports;
- simplified language where appropriate;
- repetition and reinforcement of key concepts;
- small-group or individual support where needed;
- consideration of pupils' communication, sensory and learning needs.

Staff will work closely with the SENDCo, pastoral staff and parents/carers where appropriate to ensure pupils can access learning safely and meaningfully.

The school recognises that pupils with SEND may be more vulnerable to exploitation, abuse and unhealthy relationships. RSE therefore provides essential learning to help all pupils understand:

- consent;
- personal boundaries;
- healthy relationships;

- recognising unsafe situations; and
- how and where to seek help.

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Safeguarding

The school recognises that Relationships and Sex Education (RSE) may lead pupils to ask questions or share information that raises safeguarding concerns. Staff delivering RSE will create a safe and supportive learning environment but cannot guarantee confidentiality where a pupil is at risk of harm.

Any disclosures or concerns identified during or following RSE lessons will be managed in accordance with the school's Child Protection and Safeguarding Policy. Staff will follow the school's safeguarding procedures, including reporting concerns to the Designated Safeguarding Lead (DSL), to ensure that pupils receive appropriate support and protection.

7. Roles and responsibilities

7.1 The governing board

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

7.2 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 (that is the aspects which are not part of the statutory science curriculum) 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 (that is the aspects which are not part of the statutory science curriculum) 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. Class teachers will be responsible for teaching RSE with their class and may be supported by senior staff and teaching assistants as appropriate.

Specific guidance for staff delivering the Summer 2- Changing Me programme to Year 4 to 6, which includes the sex education components of our curriculum, is outlined in Appendix 4 of this policy.

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. At Grimsdyke School this is delivered through the Summer 1 PSHE – Relationships programme.

Parents have the right to withdraw their children from the non-statutory (that is the aspects which are not part of the statutory science curriculum) components of sex education within RSE. These components of the programme are delivered as part of the Summer 2 PSHE – Changing Me programme.

Requests for withdrawal should be made via the Google Form, which will be sent out along with the plans and resources, prior to teaching the unit.

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 continuous professional development. Consideration is given to any specific training or support needs for staff prior to the annual delivery of the programme in the summer term.

The head teacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching health education or RSE as required.

10. Monitoring arrangements

The delivery of RSE is monitored by the PSHE Curriculum Team through:

- Review of planning
- Learning walks
- Pupil voice consultations
- Review of pupil PSHE folders

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

This policy will be reviewed by the members of the Governing Body annually. At every review, the policy will be approved by that committee and sent to the full Governing Body for ratification.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	SUMMER 1 PROGRAMME - RELATIONSHIPS	SUMMER 2 PROGRAMME – CHANGING ME
Reception	<u>Session One My Family and Me</u> Identify some of the jobs I do in my family <u>Session Two Making Friends 1</u> Know how to make friends to stop myself from feeling lonely <u>Session Three Making Friends 2</u> Think of ways to solve problems and stay friends <u>Session Four Falling Out and Bullying 1</u> Understand the impact of unkind words <u>Session Five Falling out and Bullying 2</u> Use Calm Me time to manage my feelings <u>Session Six Being the best friend we can be</u> Know how to be a good friend	<u>Session One My Body</u> Name different parts of the body <u>Session Two Respecting My Body</u> Tell you some things I can do and foods I can eat to be healthy <u>Session Three Growing Up</u> Understand that we all grow from babies to adults <u>Session Four Fun and Fears 1</u> Investigate how I feel about moving to year 1 <u>Session Five Fun and Fears 2</u> Talk about worries and/or things I am looking forward to about being in year 1 <u>Session Six Celebration</u> Sharing memories of the best bits of this year in Reception

YEAR GROUP	SUMMER 1 PROGRAMME - RELATIONSHIPS	SUMMER 2 PROGRAMME – CHANGING ME
Year 1	<u>Session One Families</u> Identify the members of my family and understand that there are lots of different types of families Know how it feels to belong to a family and care about the people who are important to me <u>Session Two Making Friends</u> Identify what being a good friend means to me and to know how to make a new friend <u>Session Three Greetings</u> Know appropriate ways of physical contact to greet my friends and know which ways I prefer Recognise which forms of physical contact are acceptable and unacceptable to me <u>Session Four People who help us</u> Know who can help me in my school community Know when I need help and know how to ask for it. <u>Session Five Being my own best friend</u> Recognise my qualities as a person and a friend Know ways to praise myself <u>Session Six Celebrating My Special Relationships</u> Tell you why I appreciate someone who is special to me and express how I feel about them.	<u>Session One Life Cycles</u> Start to understand the life cycles of animals and humans. Understand that changes happen as we grow and that this is OK. <u>Session Two Changing Me</u> Tell you some things about me that have changed and some things about me that have stayed the same. Know that changes are OK and that sometimes they will happen whether I want them to or not. <u>Session Three My changing body</u> Know how my body has changed since I was a baby. Understand that growing up is natural and that everybody grows at different rates. <u>Session Four Boys and Girls Bodies</u> Identify the parts of the body that make boys different to girls. Introduce this within a context that supports ideas around safeguarding and consent. Respect my body and understand which parts are private. <u>Session Five Learning and Growing</u> Understand that every time I learn something new I change a little bit. Enjoy learning new things. <u>Session Six Coping with changes</u> Tell you about changes that have happened in my life. Know some ways to cope with changes.

YEAR GROUP	SUMMER 1 PROGRAMME - RELATIONSHIPS	SUMMER 2 PROGRAMME – CHANGING ME
Year 2	<u>Session One Families</u> Identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate. Accept that everyone's family is different and understand that most people value their family. <u>Session Two Keeping Safe- exploring physical contact</u> Understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not. Know which types of physical contact I like and don't like and be able to talk about this. <u>Session Three Friends and Conflict</u> Identify some of the things that cause conflict with my friends. Demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends. <u>Session Four Secrets</u> Understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. Know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this. <u>Session Five Trust and Appreciation</u> Recognise and appreciate people who can help me in my family, my school and my community. Understand how it feels to trust someone. <u>Session Six Celebrating My Special Relationships</u> Express my appreciation for the people in my special relationships. Be comfortable accepting appreciation from others.	<u>Session One Life Cycles In Nature</u> Recognise cycles of life in nature. Understand there are some changes that are outside my control and to recognise how I feel about this. <u>Session Two Growing From Young To Old</u> Tell you about the natural process of growing from young to old and understand that this is not in my control. Identify people I respect who are older than me. <u>Session Three The Changing Me</u> Recognise how my body has changed since I was a baby and where I am on the continuum from young to old. Feel proud about becoming more independent. <u>Session Four Boys and Girls Bodies</u> Recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of my body are private. Tell you what I like about being a boy/girl. <u>Session Five Assertiveness</u> Understand there are different types of touch and tell you which ones I like and don't like. Be confident to say what I like and don't like and ask for help. <u>Session Six Looking Ahead</u> Identify what I am looking forward to when I am in Year 3. Start to think about changes I will make when I am in Year 3 and know how to go about this.

YEAR GROUP	SUMMER 1 PROGRAMME - RELATIONSHIPS	SUMMER 2 PROGRAMME – CHANGING ME
Year 3	<u>Session One Family Roles and Responsibilities</u> To identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. To describe how taking some responsibility in my family makes me feel. <u>Session Two Friendship</u> Identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener Know how to negotiate in conflict situations to try to find a win-win solution <u>Session Three Keeping Myself Safe (including online)</u> To know and use some strategies for keeping myself safe. To know who to ask for help if I am worried or concerned. <u>Session Four Rights, Needs and Wellbeing</u> Understand how people around the world help and influence my life and that media doesn't always show complete information Appreciate different cultures and question stereotypes I might see in photos or information <u>Session Five Being a Global Citizen</u> To understand how my needs and rights are shared by children around the world and to identify how our lives may be different. To empathise with children whose lives are different to mine and appreciate what I may learn from them <u>Session Six Celebrating My Web of Relationships</u> To know how to express my appreciation to my friends and family. To enjoy being part of a family and friendship groups.	<u>Session One How Babies Grow</u> Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby. Express how I feel when I see babies or baby animals <u>Session Two Babies</u> Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow. Express how I might feel if I had a new baby in my family <u>Session Three Outside Body Changes</u> Identify how boys' and girls' bodies change on the outside during this growing up process. Recognise how I feel about these changes happening to me and know how to cope with those feelings <u>Session Four Body Changes</u> Understand that as boys' and girls' bodies change at puberty, they need to think more about keeping clean and healthy Know some simple ways of keeping clean which can keep me healthy and protect me from some infections Recognise how I feel about these changes happening to me and how to cope with these feelings <u>Session Five Family Stereotypes</u> Start to recognise stereotypical ideas I might have about parenting and family roles. Express how I feel when my ideas are challenged and be willing to change my ideas sometimes. <u>Session Six Looking Ahead</u> Identify what I am looking forward to when I am in Year 4. Start to think about changes I will make when I am in Year 4 and know how to go about this.

YEAR GROUP	SUMMER 1 PROGRAMME - RELATIONSHIPS	SUMMER 2 PROGRAMME – CHANGING ME
Year 4	<u>Session One Jealousy</u> To recognise situations which can cause jealousy in relationships To identify feelings associated with jealousy and suggest strategies to problem-solve when this happens <u>Session Two Love and loss</u> To identify someone I love and express why they are special to me I know how most people feel when they lose someone or something they love <u>Session Three Memories</u> Can tell you about someone I know that I no longer see Can understand that we can remember people even if we no longer see them <u>Session Four Getting On and Falling Out</u> Recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends Know how to stand up for myself and how to negotiate and compromise <u>Session Five Girlfriends and Boyfriends</u> To understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older To understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend <u>Session Six Celebrating My Relationships with People and Animals</u> Know how to show love and appreciation to the people and animals who are special to me. Know that I can love and be loved	<u>Session One Unique Me</u> I understand that lots of things make up a person's identity and this is what makes them unique I can describe how I will have choices about developing my own identity and interests as I grow up and that these will contribute to who I am <u>Session Two Puberty and Menstruation</u> Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this Know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty <u>Session Three Being Part of a Family</u> Know there are many types of family and that often our family members form part of our inner circle Know there are trusted people I can turn to if I need help and support as I grow up and go through puberty Know that sometimes I may feel anxious about growing up and this is normal. There are people who can support me <u>Session Four Circles of Change</u> Know how the circle of change works and can apply it to changes I want to make in my life Be confident enough to try to make changes when I think they will benefit me <u>Session Five Accepting Change</u> Identify changes that have been and may continue to be outside of my control that I learnt to accept Express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively <u>Session Six Looking Ahead</u> Identify what I am looking forward to when I am in Year 5 Reflect on the changes I would like to make when I am in Year 5 and describe how to go about this

YEAR GROUP	SUMMER 1 PROGRAMME - RELATIONSHIPS	SUMMER 2 PROGRAMME – CHANGING ME
Year 5	<u>Session One Recognising Me</u> Have an accurate picture of who I am as a person in terms of my characteristics and personal qualities Know how to keep building my own self-esteem <u>Session Two Safety with Online Communities</u> I understand that belonging to an online community can have positive and negative consequences I can recognise when an online community feels unsafe or uncomfortable <u>Session Three Being in an Online Community</u> I understand there are rights and responsibilities in an online community or social network I can recognise when an online community is helpful or unhelpful to me <u>Session Four Online Gaming</u> Know there are rights and responsibilities when playing a game online Recognise when an online game is becoming unhelpful or unsafe <u>Session Five Relationships and Technology 1: screen time</u> I can recognise when I am spending too much time using devices (screen time) I can identify things I can do to reduce screen time, so my health isn't affected <u>Session Six Relationships and Technology 2</u> Explain how to stay safe when using technology to communicate with my friends. Recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others.	<u>Session One Self-Image and Body-Image</u> Be aware of my own self-image and how my body image fits into that. Know how to develop my own self esteem. <u>Session Two Puberty for Girls</u> Explain how a girl's and boys body change during puberty and understand the importance of looking after myself physically and emotionally. Express how I feel about the changes that will happen to me during puberty. <u>Session Three Puberty for boys</u> Describe how boys' and girls' bodies change during puberty Express how I feel about the changes that will happen to me during puberty <u>Session Four Conception</u> Understand that sexual intercourse can lead to conception and that is how babies are usually made. Understand that sometimes people need IVF to help them have a baby. Appreciate how amazing it is that human bodies can reproduce in these ways. <u>Session Five Looking Ahead 1</u> Identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent). Be confident that I can cope with the changes that growing up will bring. <u>Session Six Looking Ahead 2</u> Identify what I am looking forward to when I am in Year 6. Start to think about changes I will make when I am in Year 6 and

YEAR GROUP	SUMMER 1 PROGRAMME - RELATIONSHIPS	SUMMER 2 PROGRAMME – CHANGING ME
Year 6	<u>Session One What is Mental Health</u> I know that it is important to take care of my mental health I understand that people can get problems with their mental health and that it is nothing to be ashamed of <u>Session Two My Mental Health</u> Know how to take care of my mental health Know how to help myself and others when worried about a mental health problem <u>Session Three Love and Loss</u> Understand that there are different stages of grief and that there are different types of loss that cause people to grieve. Recognise when I am feeling those emotions and have strategies to manage them. <u>Session Four Power and Control</u> Recognise when people are trying to gain power or control. Demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control. <u>Session Five Being Online: Real or Fake? Safe or Unsafe?</u> To judge whether something online is safe and helpful for me Know how to resist pressure to do something online that might hurt myself or others <u>Session Six Using Technology Responsibly</u> Use technology positively and safely to communicate with my friends and family. Take responsibility for my own safety and well-being and know how to go about this.	<u>Session One My Self Image</u> Be aware of my own self-image and how my body image fits into that. Know how to develop my own self-esteem <u>Session Two Puberty</u> Explain how boys' and girls' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. Express how I feel about the changes that will happen to me during puberty. <u>Session Three Babies: Conception To Birth</u> Describe how a baby develops from conception through the nine months of pregnancy. Recognise how I feel when I reflect on the development and birth of a baby <u>Session Four Boyfriends and Girlfriends</u> I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to <u>Session Five Real self and ideal self</u> To be aware of the importance of a positive self-esteem and what I can do to develop it To express how I feel about my self-image and know how to challenge negative 'body-talk' <u>Session Six Transition To Secondary School</u> Identify what I am looking forward to and what worries me about the transition to secondary school. Know how to prepare myself emotionally for starting secondary school.

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• 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	• 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	• 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	• 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

TOPIC	PUPILS SHOULD KNOW
Being safe	• 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: Guidance for Staff delivering Summer 2- Changing Me sessions to Year 4 to 6.

This guidance is issued to support staff in planning and delivering the specific sessions which include the non-statutory Sex Education components of our PSHE programme that Governors have determined to include in consultation with parents and pupils. Staff are encouraged to seek clarification or support on any matters that arise in preparation for or as a result of working on these lessons with their pupils.

- This programme will be delivered in Summer 2 each year and always taught by the class teacher. Support may be given by senior staff and teaching assistants.
- Parents will be reminded when this programme is due to be taught in school. Plans, information and resources will be made accessible so that parents can make informed decisions about whether to withdraw their child.
- Information about the Summer 2 programme will be shared with parents during the first two weeks of that half term and no sessions will be delivered until week 3 so that parents can respond appropriately.
- Parents will be encouraged to ask questions and seek further information from school prior to formalizing a decision to withdraw their child.
- Staff will not plan to deliver these sessions on a Friday of any week as the lessons can lead to safeguarding disclosures and there should be sufficient time to access the relevant outside agencies should this occur.
- Where a sessions leads to a safeguarding disclosure from a pupil, staff will follow the school Safeguarding Policy.
- Class teachers will work with their class to agree a set of ground rules for discussions in these sessions that set an appropriate and respectful tone.
- There will be a procedure set up in the class, and shared with the students that allows them to ask questions and seek support without needing to do so publicly in front of peers e.g. use of a questions box.
- Technical and biological language will be used by staff during the sessions. Where a student uses colloquial terms, the adult will say back their statement using the correct terminology.
- If pupils ask questions outside the scope of this policy or the programme then teachers will respond in an appropriate manner so pupils are adequately informed and therefore less likely to seek answers online.
- Where students have questions which are staff are not able to answer within the scope of this policy and the scheme of work, students will be actively encouraged to raise these questions with their parents. Where appropriate, staff will alert specific parents to questions that their child has raised to support them in being able to prepare to have a conversation about the issues involved.
- The lessons will be class based and include a variety of learning opportunities e.g. discussion, role play, brainstorming, watching videos and drawing and labelling diagrams. Visitors may be invited to come in to school to talk to pupils e.g. the school nurse, health worker, police officer etc. and they will work within the school those and RSE policy. Videos, books and other resources used in lessons will be carefully selected by the PSHE Curriculum Team and class teachers.
- RSE lessons will normally be delivered in mixed sex groups except for specific sessions which are planned to be delivered to single sex groups. Boys and girls will, however, have equal access to all information.
- RSE lessons will be delivered recognizing and respecting the different cultural and religious backgrounds of the students within our school community.
- Staff will give consideration to the developmental needs of the pupils in these lessons and adaptations will be made to the programme for students with special educational needs to allow them to have access and meet the intended outcomes of the sessions.