



SOUTH CAMBERLEY PRIMARY AND NURSERY SCHOOL

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RSHE Policy

February 2025

Date of Approval	Date of Review
	February 2025
Status and Review Cycle	Statutory Annual



RSHE Policy

1. Aims

The aims of relationships, sex and health education (RSHE) 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

2. Statutory requirements

As a primary school we must provide all elements of Relationships & Health 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 South Camberley Primary and Nursery School we teach RSHE 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 awareness session – parents and any interested parties were invited to attend a meeting about RSHE teaching and learning
4. Pupil consultation – we investigated what exactly pupils want from their RSHE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

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

RSHE involves a combination of sharing information and exploring issues and values.

RSHE is not about the promotion of sexual activity.

5. Curriculum

Our RSHE curriculum is set out as per Appendices 1 and 2 but we may need to adapt it as and when necessary.

We have developed the curriculum by using the PSHE SCARF Programme as a guide which offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. (Please see Learning for Life Policy) In addition to this, we have 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 do not seek answers online.

Primary relationships and sex education will focus on:

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

6. Delivery of RSHE

RSHE is taught within Relationships & Health Education (Learning for Life). Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships & Health 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

For more information about our RSHE curriculum, see Appendix 1.

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 RSHE policy, and hold the Headteacher to account for its implementation.

7.2 The Headteacher - The Headteacher is responsible for ensuring that RSHE is taught consistently across the school and for managing requests to withdraw pupils from non-statutory/non-science components of RSHE (see section 8).

7.3 Staff - Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- 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 RSHE

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

7.4 Pupils - Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from Relationships & Health Education, which includes the section entitled 'changing adolescent body'.

This states pupils should know:

- Key facts about puberty, the changing adolescent body and menstrual wellbeing.
- The main changes which take place in males and females, and the implications for emotional and physical health.
- Parents are informed that the RSHE element of Relationships & Health Education is an essential vehicle in supporting a school's statutory duty to:
 - safeguard and promote the welfare of their children,
 - advance the 2010 Equality Act,
 - encourage the spiritual, moral, social and cultural development of pupils,
 - foster British values, and
 - prepare children and young people for the challenges, opportunities and responsibilities of adult life, along with the coverage of the National Curriculum for Science.

At South Camberley Primary and Nursery School, puberty is taught as a statutory requirement of Health Education and covered by our SCARF programme. We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the SCARF Growing and Changing unit, e.g.

Year 4, Preparing for Changes at Puberty

Year 5, Growing up and Changing Bodies

Year 6, Making Babies

The school will inform parents of this right by a letter sent home during Summer Term 1, prior to the Growing and Changing unit being taught. A Parents' meeting will also be held in Summer Term 1, where parents will be shown the SCARF RSHE presentation, explaining our statutory and non-statutory content of the PSHE lesson.

Requests for withdrawal from the Year 6 lessons should be put in writing using the form found in Appendix 4 of this policy and addressed to the Headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSE during dedicated staff meetings and it is included in our continuing professional development calendar.

Visitors from outside the school, such as school nurses or sexual health professionals are invited into school to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSHE is monitored by Lesley Harris, Learning for Life (PSHE & RSHE Subject Lead) through:

- Book looks, planning scrutinises, learning walks, lesson drop-ins, pupil voice and evidence on our online
- PSHE evidencing tool, SCARF assessment tools.
- Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Lesley Harris, Learning for Life (PSHE & RSHE Subject Lead), annually. At every review, the policy will be approved by the governing board and the headteacher.

Appendix 1: Curriculum Map

Reception – Growing and Changing			
Word Box	Seasons, spring, summer, autumn, winter, cycle, growing, life cycles, seed, egg, baby, grow, change, old, young, child, teenager, adult, old age		
Early Learning Goals Prime Areas	Learning Intentions and Learning Outcomes	Title	Resources
Physical Development Health and self-care	Learning Intention – Statutory Understand that there are changes in nature and humans Learning Outcomes <ul style="list-style-type: none"> Name the different seasons and describe their differences. Explain the changes that occur as seasons change. Talk about how they have grown in resilience. 	Lesson 1 Seasons	Learning Line Book about seasons Seasons activity sheet
Physical Development Health and self-care	Learning Intention – Statutory Understand there are changes in nature and humans Learning Outcomes <ul style="list-style-type: none"> To understand that animals and humans change in appearance over time. Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals). Make observations and ask questions about living things. 	Lesson 2 Life Stages – Plants, animals, humans	Life Cycle Videos Frog Seed Butterfly
Personal, Social and Emotional Development Making Relationships	Learning Intention – Statutory <i>To recognise that all families are different</i> Learning Outcomes <i>Identify different members of the family Understand how members of a family can help each other</i>	Lesson 3 Families	The Family Book, Todd Parr Families pictures Paper for drawing pictures Additional Activities Suggested reading: All Kinds of Families! Mary Ann Hoberman I'll take

			you to Mrs Cole, Nigel Gray
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Year 1 – Growing and Changing

Word Box	Energy, water, food, air, oxygen, exercise, sleep, healthy, change, growing, size, height, needs, help, change, caring, love, attention, surprise, secret, privates, private, penis, vulva, hygiene, sore, doctor, private activity, my body is mine (body autonomy)		
Lesson	PSHE Learning Intention	Social, Emotional skills learning intention	Resources
Healthy Me	<p>To understand about what keeping healthy means; different ways to keep healthy.</p> <p>To understand about how physical activity helps us to stay healthy; and ways to be physically active every day.</p> <p>To understand about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep).</p>	<p>To be able to understand that the body gets energy from food, water and air (oxygen).</p> <p>To be able to recognise that exercise and sleep are important parts of a healthy lifestyle</p>	<p>Healthy Me - Activity Sheet and Sorting Board</p> <p>Audio track: Different Foods</p>
Then and Now	To understand about growing and changing from young to old and how people's needs change.	<p>To be able to identify things they could do as a baby, a toddler and can do now;</p> <p>To be able to identify the people who help/helped them at those different stages.</p>	<p>Harold's Photo Album film</p> <p>Then and Now worksheet</p>
Taking Care of a Baby	<p>To understand about growing and changing from young to old and how people's needs change.</p> <p>To identify the people who love and care for them and what they do to help them feel cared for.</p> <p>To identify common features of family life.</p> <p>To understand how people and other living things have different needs; about the responsibilities of caring for them.</p>	<p>To be able to understand some of the tasks required to look after a baby;</p> <p>To be able to explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.</p>	What do babies need? Activity sheet

<p>Surprises and Secrets</p>	<p>To understand that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried.</p> <p>To understand how to respond safely to adults they don't know.</p> <p>To understand about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually).</p> <p>To understand basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe.</p> <p>To understand what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.</p>	<p>To be able to explain the difference between a secret and a nice surprise;</p> <p>To be able to identify situations as being secrets or surprises;</p> <p>To be able to identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.</p>	<p>Surprises and Secrets activity sheet</p> <p>Surprises and Secrets story sheet</p>
<p>Keeping Privates Private</p>	<p>To be able to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles).</p> <p>To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.</p>	<p>To be able to identify parts of the body that are private;</p> <p>To be able to describe ways in which private parts can be kept private;</p> <p>To be able to identify people they can talk to about their private parts.</p>	<p>Needing the toilet activity sheet</p>

<p style="text-align: center;">Year 2 – Growing and Changing</p>	
<p>Word Box</p>	<p>Help, support, supportive, change, loss, feelings, emotions, frightened, nervous, growing, food, rest, sleep, care, learning, forward looking, making choices, asking permission, unique, special, penis, scrotum, vulva, nipples, private parts, my body is mine (body autonomy), sperm, eggs, ovaries, womb, pregnancy, genitals, private, privacy, consent, permission, secret, unsafe, uncomfortable, tell, someone you trust</p>

Lesson	PSHE Learning Intention	Social, Emotional skills learning intention	Resources
A Helping Hand	To understand that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	To be able to demonstrate simple ways of giving positive feedback to others.	Objects to set up a simple obstacle course either indoors or outdoors (depending on weather). Ideas should be set up in advance. It should be an easy obstacle course in the hall or outside.
Sam Moves Away	To understand about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better.	To recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.	Plain paper and pencils Sam Moves Away story sheet
Haven't You Grown!	To understand about growing and changing from young to old and how people's needs change.	To be able to identify different stages of growth (e.g. baby, toddler, child, teenager, adult); To understand and describe some of the things that people are capable of at these different stages.	Haven't you Grown activity sheet Provided photos on IWB
My Body, Your Body	To be able to notice that animals, including humans, have offspring which grow into adults.	To be able to identify which parts of the human body are private; To be able to explain that a person's genitals help them to make babies when they are grown up; To understand that humans mostly have the same body parts but that they can look	Two large pieces of strong paper big enough to draw around a form an outline of a person (e.g. wallpaper, pieces of flipchart paper, sellotaped together) Blu-tac, pens suitable for drawing outline of a person and then labeling body parts on this. Puberty Glossary for reference My body, your body activity sheet

		different from person to person.	
Respecting Privacy	To understand 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.	To be able to explain what privacy means; To know that you are not allowed to touch someone's private belongings without their permission; To be able to give examples of different types of private information.	Puberty glossary for referen
Some Secrets Should Never be Kept	To be able to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles). To understand the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually). To understand basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe.	To be able to identify how inappropriate touch can make someone feel; To understand that there are unsafe secrets and secrets that are nice surprises; To be able to explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.	Paper and pens or pencils for draw and write activity. A copy of the book 'Some Secrets Should Never be Kept' by Jay Sander – available online.

Year 3 – Growing and Changing	
Word Box	Positive, relationships, healthy, trust, caring, personal space, boundaries, personal space, invade, uncomfortable, respect, stop, touch, internet safety, public, private, personal information, profile, secret, surprise, feelings, angry, upset, jealous, worried, excited, scared, talk, egg, sperm, puberty, fallopian tube, ovary, uterus (womb), lining, vagina, period/menstruation pad, period, tampon, menstruation cup, breasts, genitals, testicles, womb, wet dreams, penis, mammals

	fertilise, birth, hips, periods, spots, sweat, pubic hair, cervix, menstrual cycle, menstruation, first aid, risk, accident, danger, hazard, kettle, safe, burn, scald, emergency		
Lesson	PSHE Learning Intention	Social, Emotional skills learning intention	Resources
Relationship Tree	<p>To understand about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.</p> <p>To understand what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.</p> <p>To understand how friendships can change over time, about making new friends and the benefits of having different types of friends.</p> <p>To understand that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.</p>	<p>To be able to identify different types of relationships;</p> <p>To be able to recognise who they have positive healthy relationships with.</p>	Set of following shapes made of coloured paper (1 set per class), 3 green leaves, 3 brown leaves, roots and branches, (paper)

	<p>To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary.</p> <p>To understand that personal behaviour can affect other people; to recognise and model respectful behaviour online.</p>		
Body Space	<p>To be able to recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.</p>	<p>To understand what is meant by the term body space (or personal space);</p> <p>To be able to identify when it is appropriate or inappropriate to allow someone into their body space;</p> <p>To rehearse strategies for when someone is inappropriately in their body space.</p>	<p>Pants Poster – activity sheet template</p> <p>NSPCC Underwear Rule Poster</p>
None of Your Business!	<p>To understand the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.</p> <p>To recognise what it means to 'know</p>	<p>To know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens;</p> <p>To be able to recognise and describe appropriate behaviour online as well as offline;</p> <p>To be able to identify what constitutes personal information and when it is not</p>	<p>Lee and Kim film clip</p>

	<p>someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face.</p> <p>To understand about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).</p> <p>To understand why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.</p> <p>To understand how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.</p> <p>To understand about seeking and giving permission (consent) in different situations.</p> <p>To understand how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</p> <p>To know where to get advice and report concerns if worried about their own or someone else's personal safety (including online).</p>	<p>appropriate or safe to share this;</p> <p>To understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.</p>	
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	<p>To understand that personal behaviour can affect other people; to recognise and model respectful behaviour online.</p> <p>To be able to recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.</p> <p>To understand how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation.</p>		
Secret or Surprise	<p>To understand 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.</p>	<p>To be able to define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</p> <p>To recognise how different surprises and secrets might make them feel;</p> <p>To know who they could ask for help if a secret made them feel uncomfortable or unsafe.</p>	<p>Harold's day of secrets and surprises - Story sheet</p> <p>Safe secret or unsafe secret Activity sheet</p> <p>Secret, Surprise, Not sure - resource cards</p> <p>Feelings chart - Teacher res</p>

My Changing Body	<p>To be able to identify the external genitalia and internal reproductive organs in males and females and how the process</p>	<p>To be able to recognise that babies come from the joining of an egg and sperm;</p> <p>To be able to explain what</p>	<p>Menstrual cycle - Activity sh</p> <p>Female and Male Internal Reproductive Organs Y3</p> <p>Menstruation Cycle – for IW</p>
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	<p>of puberty relates to human reproduction. To understand the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams).</p> <p>To understand how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.</p> <p>To understand the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for.</p> <p>To understand where to get more information, help and advice about growing and changing, especially about puberty.</p>	<p>happens when an egg doesn't meet a sperm;</p> <p>To understand that for girls, periods are a normal part of puberty.</p>	
Basic First Aid	<p>To understand what is meant by first aid; basic techniques for dealing with common injuries.</p> <p>To understand how to respond and react in an emergency situation; how to</p>	<p>To be able to make a clear and efficient call to emergency services if necessary.</p> <p>To understand the concepts of basic first-aid, for</p>	First Aid Champions resource SCARF

	identify situations that may require the emergency services; know how to contact them and what to say.	example dealing with common injuries, including head injuries.	
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Year 4 – Growing and Changing

Word Box	<p>learning line, practice, compromise, hormones, puberty, feelings, independence, conflict, puberty, pubic hair, eggs, sperm, penis, testicles, breasts, ovaries, womb, vagina, vulva, clitoris, labia, semen, legal age of consent, marriage, pads, menstrual cup, whitish fluid, guilty, normal, natural, secret, surprise, uncomfortable feeling, marriage, live together, civil partnership, forced marriage</p> <p>If using the film clips, the following words are also used: underarm hair, sweat, growth spurt, acne, breast growth Puberty for boys: facial hair, body odour, ejaculation, spontaneous erections, wet dreams, pleasure, masturbation, deeper voice, sperm reproduction, testosterone, mood swings, sexual feelings/horny, romantic/sexual interest, privacy Puberty for girls: hair removal, wider hips All about getting your period: endometrium (uterus lining), headache, stomach ache, cramps, foetus</p>
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Lesson	PSHE Learning Intention	Social, Emotional skills learning intention	Resources
Moving House	<p>To recognise that feelings can change over time and range in intensity. To understand about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement. To understand how to manage setbacks/perceived failures, including how</p>	<p>To be able to describe some of the changes that happen to people during their lives; To be able to explain how the Learning Line can be used as a tool to help them manage change more easily; To be able to suggest people who may be able to help them deal with change.</p>	<p>Sam Moves House story sheet Learning Line for IWB</p>

	<p>to re-frame unhelpful thinking.</p> <p>To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability.</p>		
<p>My Feelings are all Over the Place!</p>	<p>To understand about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams).</p> <p>To understand that a feature of positive family life is caring relationships; about the different ways in which people care for one another.</p> <p>To be able to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability.</p> <p>To be able to recognise other shared characteristics of healthy family life, including commitment, care, spending time</p>	<p>To be able to name some positive and negative feelings;</p> <p>To understand how the onset of puberty can have emotional as well as physical impact</p> <p>To be able to suggest reasons why young people sometimes fall out with their parents;</p> <p>To be able to take part in a role play practising how to compromise.</p>	<p>IWB slide</p> <p>A suitable prop for Teacher activity, e.g. a football and trainers.</p>

	<p>together; being there for each other in times of difficulty.</p> <p>To know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.</p>		
All Change!	<p>To be able to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.</p> <p>To understand about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams).</p> <p>To understand about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.</p> <p>To understand about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for.</p>	<p>To be able to identify parts of the body that males and females have in common and those that are different;</p> <p>To know the correct terminology for their genitalia;</p> <p>To understand and explain why puberty happens.</p>	<p>Body outlines - Activity</p> <p>Animal Cards - Ordering activity</p> <p>Various videos – links to SCARF</p>

<p>Preparing for Changes at Puberty</p>	<p>To understand the changes that happen during puberty.</p>	<p>To know the key facts of the menstrual cycle; To understand that periods are a normal part of puberty for girls; To be able to identify some of the ways to cope better with periods.</p>	<p>Various videos on SCARF Period quiz - Activity sheet IWB slides – period product menstruation cycle, female reproductive organs</p>
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<p>Secret or Surprise</p>	<p>To know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.</p> <p>To understand about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).</p> <p>To understand how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.</p> <p>To be able to recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.</p> <p>To understand about seeking and giving permission (consent) in different situations.</p> <p>To understand about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.</p> <p>To know how to recognise pressure from others to do something unsafe or that makes them feel</p>	<p>To be able to define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</p> <p>To be able to recognise how different surprises and secrets might make them feel;</p> <p>To know who they could ask for help if a secret made them feel uncomfortable or unsafe.</p>	<p>Harold's day of secrets and surprises - Story sheet</p> <p>Safe secret or unsafe secret Activity sheet</p> <p>Secret, Surprise, Not sure - resource cards</p> <p>Feelings chart - Teacher res IWB</p>
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	uncomfortable and strategies for managing this.		
Together	<p>To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships).</p> <p>To understand that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different.</p> <p>To understand marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong.</p> <p>To understand that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others.</p> <p>To understand that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart.</p> <p>To recognise and respect that there are</p>	<p>To understand that marriage is a commitment to be entered into freely and not against someone's will;</p> <p>To be able to recognise that marriage includes same sex and opposite sex partners;</p> <p>To know the legal age for marriage in England or Scotland;</p> <p>To be able to discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.</p>	Together activity sheet

	<p>different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability.</p> <p>To understand about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.</p>		
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Year 5– Growing and Changing			
Word Box	Wellbeing, resilience, trust, unwanted attention, unwanted touch, confidence, break a confidence, confidential, scrotum, testicles, wet dream, erection, stretch marks, crush, height gain, weight gain, masturbation, wearing a bra, body anxiety, hair removal, FGM/circumcision, the vulva, puberty, genitalia, menstruation, semen, period, period/menstruation pad, tampon, managing feelings, pubic hair, clitoris, vaginal opening, lips (labia), penis,		
Lesson	PSHE Learning Intention	Social, Emotional skills learning intention	Resources
How are they feeling?	To be able to recognise that feelings can change over time and range in intensity.	To be able to use a range of words and phrases to describe	Emotions Bingo Cards - 10 different cards

	<p>To understand about everyday things that affect feelings and the importance of expressing feelings.</p> <p>To be able to use varied vocabulary when talking about feelings; about how to express feelings in different ways.</p> <p>To understand strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations.</p> <p>To be able to use problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.</p>	<p>the intensity of different feelings</p> <p>To be able to distinguish between good and not so good feelings, using appropriate vocabulary to describe these;</p> <p>To be able to explain strategies they can use to build resilience.</p>	<p>Emotions synonyms: intense feelings - Activity sheet</p> <p>How are they feeling? - Activity sheet</p> <p>Emotions Bingo word list Teacher resource</p> <p>Resilience - Teacher resource display on IWB or printed display in classroom</p>
<p>Taking Notice of our Feelings</p>	<p>To be able to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.</p> <p>To understand how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.</p> <p>To be able to recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.</p> <p>To understand how to recognise pressure from</p>	<p>To be able to identify people who can be trusted;</p> <p>To understand what kinds of touch are acceptable or unacceptable;</p> <p>To be able to describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.</p>	<p>NSPCC Underwear Rule</p>

	<p>others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</p> <p>To know where to get advice and report concerns if worried about their own or someone else's personal safety (including online).</p>		
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Dear Ash	<p>To be able to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.</p> <p>To understand how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.</p> <p>To understand about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).</p> <p>To understand about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.</p> <p>To know where to get advice and report</p>	<p>To be able to explain the difference between a safe and an unsafe secret;</p> <p>To be able to identify situations where someone might need to break a confidence in order to keep someone safe.</p>	<p>Chris's secret - Story sheet</p> <p>Dear Ash - Activity sheet</p>
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	concerns if worried about their own or someone else's personal safety (including online).		
Growing up and Changing Bodies	<p>To understand about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams).</p> <p>To understand about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.</p> <p>To understand about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for.</p> <p>To understand about where to get more information, help and advice about growing and changing, especially about puberty.</p>	<p>To be able to identify some products that they may need during puberty and why;</p> <p>To understand what menstruation is and why it happens.</p>	<p>Menstruation Cycle – IWB</p> <p>How does the body change during male puberty? - IWB</p> <p>How does the body change during female puberty? - IWB</p> <p>Female Reproductive Organs - IWB Side View - IWB</p>
Changing Bodies and Feelings	<p>To be able to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.</p> <p>To understand about the physical and</p>	<p>To know the correct words for the external sexual organs;</p> <p>To be able to discuss some of the myths associated with puberty.</p>	<p>Emotions and feelings: true or false? - Activity sheet (c)</p> <p>Emotions and feelings: true or false? - Teacher answer sheet</p> <p>Labelling body parts - circumcised penis version</p>

	<p>emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams).</p> <p>To understand strategies to manage transitions between classes and key stages.</p>		<p>Labelling external body parts male and female- activity</p> <p>Labelling male and female external body parts - IWE</p>
<p>Help! I'm a Teenager – get me out of here!</p>	<p>To be able to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.</p>	<p>To be able to recognise how our body feels when we're relaxed;</p> <p>To be able to list some of the ways our body feels when it is nervous or sad;</p> <p>To be able to describe and/or demonstrate how to be resilient in order to find someone who will listen to you.</p>	<p>Help! I'm a teenager - Act sheet</p>

Year 6 – Growing and Changing

<p>Word Box</p>	<p>body image, self esteem, manipulation, media manipulation, stereotyping, gender stereotype, peer pressure, right to privacy, sharing online, safety, change, support, conversation, discuss, puberty, physical changes, emotional changes, rights, FGM, periods, mood swings, voice deepening, period products, vulva, egg, ovaries, sperm, testis, puberty, vagina, penis, orgasm, embryo, womb, sexual intercourse, consensual, condom, surrogacy, adoption, IVF, age of consent, miscarriage, conception, consensual relationship, hug, cuddle, kiss, erection, vaginal wetness, excited, pleasurable feeling, implant, pregnancy, birth, caesarean, cut, labour, muscles, cervix, hips w, dreams, loving relationship</p> <p>If using the film clips, the following words are also used: Puberty and finding out who you are:</p>
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	<p>Identity, manage emotions, hormones, feeling funny sexually, s have questions about sex, sexual reaction, friends, more indepe</p> <p>If using film clip - Reproduction Planned Parenthood: Cells, semen, ejaculate, hormones, menstrual cycle, ripen, lining womb, mature egg, ovulation, fallopian tube, fertilisation, uterin period</p> <p>How a baby is born: vaginal childbirth, pelvis, efface, dilate, contractions, mucous pl break, doctor, midwife, cervical opening, birth canal, delivery, a labour, contracts, crowning fetal head, episiotomy, skull bones, cord, placenta, breastfeeding</p> <p>All the different ways couples can create babies: queer couple, LGBTQ+, stepchildren, foster parents, artificial insemination, co maternity, donate sperm, blended family, sper derogatory, homophobic</p>
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Lesson	PSHE Learning Intention	Social, Emotional skills learning intention	Resources
I Look Great!	<p>To understand 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</p> <p>To be able to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.</p>	<p>To understand that fame can be short-lived;</p> <p>To be able to recognise that photos can be changed to match society's view of perfect;</p> <p>To be able to identify qualities that people have, as well as their looks.</p>	<p>Dove Selfie – online link</p> <p>Post-it notes</p> <p>A4 paper, e name of ch written in to corner: one child in the</p> <p>Names of e in the class on separate pieces of pa folded and hat (or box)</p>
Media Manipulation	<p>To be able to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with</p>	<p>To be able to define what is meant by the term stereotype;</p> <p>To be able to recognise how the media can sometimes reinforce gender stereotypes;</p>	<p>Dove Conf</p> <p>Evolution C online link</p> <p>What Happ Cinderella Story Shee</p>

	<p>others not known face-to-face.</p> <p>To understand about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.</p> <p>To understand how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.</p> <p>To understand about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.</p> <p>To be able to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.</p>	<p>To be able to recognise that people fall into a wide range of what is seen as normal;</p> <p>To be able to challenge stereotypical gender portrayals of people.</p>	
<p>Pressure Online</p>	<p>To understand about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.</p> <p>To understand how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.</p> <p>To be able to recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.</p> <p>To be able to recognise pressure from others to do something unsafe or that</p>	<p>To be able to understand the risks of sharing images online and how these are hard to control, once shared;</p> <p>To be able to understand that people can feel pressured to behave in a certain way because of the influence of the peer group;</p> <p>To be able to understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.</p>	<p>A copy of the school's policy on bullying.</p> <p>A selection of photographs can be real photographs pictures cut out of magazines</p>

	<p>makes them feel uncomfortable and strategies for managing this.</p>		
<p>Helpful or Unhelpful? Managing Change</p>	<p>To understand that mental health, just like physical health, is part of daily life; the importance of taking care of mental health.</p> <p>To understand about everyday things that affect feelings and the importance of expressing feelings.</p> <p>To be able to use a varied vocabulary when talking about feelings; about how to express feelings in different ways.</p> <p>To be able to use strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations.</p> <p>To understand about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement.</p> <p>To understand strategies to manage transitions between classes and key stages.</p> <p>To be able to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability.</p> <p>To be able to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for</p>	<p>To be able to recognise some of the changes they have experienced and their emotional responses to those changes;</p> <p>To be able to suggest positive strategies for dealing with change;</p> <p>To be able to identify people who can support someone who is dealing with a challenging time of change.</p>	<p>Helpful or Unhelpful? Sheet</p> <p>Sophie's Story sheet</p>

	<p>each other in times of difficulty.</p> <p>To know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.</p>		
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<p>Is This Normal?</p>	<p>To understand about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams). To understand that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk.</p>	<p>To be able to define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; To be able to suggest strategies that would help someone who felt challenged by the changes in puberty; To understand what FGM is and that it is an illegal practice in this country; To know where someone could get support if they were concerned about their own or another person's safety.</p>	<p>Puberty Sta True of fals Activity she Puberty sta true or fals Teacher an and guidan Agony Aunt Activity She</p>
<p>Making Babies</p>	<p>To be able to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction. To understand about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams). To understand about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for. To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents,</p>	<p>To be able to identify the changes that happen through puberty to allow sexual reproduction to occur; To know a variety of ways in which the sperm can fertilise the egg to create a baby; To know the legal age of consent and what it means.</p>	<p>Laminated the Concep Pregnancy chart, cut u children to correctly. Body outlin Activity she Puberty glo teacher refe guide Internal org labelled an order for C and Pregna activity - sh IWB How does t change dur puberty? How does t change dur female pub</p>

	<p>blended families, foster parents); that families of all types can give family members love, security and stability.</p> <p>To be able to recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.</p> <p>To know where to get advice and report concerns if worried about their own or someone else's personal safety (including online).</p>		<p>Female Reproductive Organs Side</p> <p>Human Reproductive Animation V</p>
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Appendix 2 – Whole School Half Term Overview

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and differences
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with change Keeping safe Body Image Sex education Self-esteem

Appendix 3: Year 6 Letter to Parents

Dear Parents/Carers

As part of the Year 6 Science curriculum, your children will be completing the final phase of their formal Primary Relationship, Sex and Health Education (RSHE), which was began in Year 2 and continued in Year 5. In Year 2, the children looked at how babies grow and develop into toddlers, school children, young people and finally adults, as well as addressing the question of where babies come from at a child-friendly level. The Year 6 coverage looks specifically at how babies are made, as well as at the wonder of new life.

The lessons will include the following:

Year 6 – Growing and Changing	
Word Box	body image, self esteem, manipulation, media manipulation, stereotype, gender stereotyping, peer pressure, right to privacy, sharing online, online safety, change, support, conversation, discuss, puberty, physical, changes, emotional changes, rights, FGM, periods, mood swings, spots, voice deepening, period products, vulva, egg, ovaries, sperm, testicles, puberty, vagina, penis, orgasm, embryo, womb, sexual intercourse, consensual, condom, surrogacy, adoption, IVF, age of consent, miscarriage, conception, consensual relationship, hug, kiss, erection, vaginal wetness, excited, pleasurable feeling, implant, pregnancy, birth, caesarean, cut, labour, muscles, cervix, hips widen, wet dreams, loving relationship

	<p>If using the film clips, the following words are also used: Puberty and finding out who you are: Identity, manage emotions, hormones, feeling funny sexually, start to have questions about sex, sexual reaction, friends, more independence</p> <p>If using film clip - Reproduction Planned Parenthood: Cells, semen, ejaculate, hormones, menstrual cycle, ripen, lining of womb, mature egg, ovulation, fallopian tube, fertilisation, uterine lining, period</p> <p>How a baby is born: vaginal childbirth, pelvis, efface, dilate, contractions, mucous plug, water break, doctor, midwife, cervical opening, birth canal, delivery, active labour, contracts, crowning fetal head, episiotomy, skull bones, umbilical cord, placenta, breastfeeding</p> <p>All the different ways couples can create babies: queer couple, LGBTQ+, stepchildren, foster parents, artificial insemination, co maternal, surrogacy, donate sperm, blended family, sperm bank, derogatory, homophobic</p>		
Lesson	PSHE Learning Intention	Social, Emotional skills learning intention	Resources
1. Is This Normal?	<p>To understand about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams). To understand that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk.</p>	<p>To be able to define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; To be able to suggest strategies that would help someone who felt challenged by the changes in puberty; To understand what FGM is and that it is an illegal practice in this country; To know where someone could get support if they were concerned about their own or another person's safety.</p>	<p>Puberty Statements: True or False Activity sheet</p> <p>Puberty statements: true or false Teacher answers and guidance sheet</p> <p>Agony Aunt Letters Activity sheet</p>
2. Making Babies	<p>To be able to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction. To understand about the physical and emotional changes that happen when</p>	<p>To be able to identify the changes that happen through puberty to allow sexual reproduction to occur; To know a variety of ways in which the sperm can fertilise the egg to create a baby;</p>	<p>Laminated copies of the Conception and Pregnancy Timeline chart, cut up, for students to order correctly.</p> <p>Body outlines - Activity sheet</p> <p>Puberty glossary - teacher reference guide</p>

	<p>approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams). To understand about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for.</p> <p>To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability.</p> <p>To be able to recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.</p> <p>To know where to get advice and report concerns if worried about their own or someone else's personal safety (including online).</p>	<p>To know the legal age of consent and what it means.</p>	<p>Internal organs labelled and correct order for Conception Pregnancy activity - show c</p> <p>How does the body change male puberty?</p> <p>How does the body change female puberty?</p> <p>Female Reproductive Organs View</p> <p>Human Reproduction Animation Version 2</p>
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We would like to invite parents to attend a Zoom Meeting on the where the contents of the lessons will be discussed and the resources shared and raise any queries regarding our coverage of this important topic. We feel that it is vital that all pupils have an opportunity to learn the correct facts from a reliable and accurate source. Once parents have had an opportunity to view the materials, we will be presenting the lessons to pupil's week starting the ... There are a total of 2 lessons in all which deal with the 'sex' element of RSHE.

Due to the nature of this material, it would not be appropriate for younger siblings to view this meeting. Please note that Mrs Harris (Learning for Life co-ordinator) is also able to answer any questions you may have about the school's policy or any issues for your family during this meeting.

You have the right to withdraw your child from all or some parts of the sex and relationships lessons, which are mainly Science based. Your child will be given some learning activities to be completed in a different classroom. To withdraw your child from these lessons you will need to complete a withdrawal form, which is attached to this letter, and return it to the school office.

Zoom:

Password:

Link:

Many thanks for your support in this matter.

Mrs Lesley Harris
(Learning for Life lead)

Parent form: Withdrawal from sex education in Year 6

TO BE COMPLETED BY PARENTS			
Childs Name		Class	
Name of Parent		Date	
Reason for withdrawing from sex education within relationship and sex education			
Any other information you would like the school to consider			
Parents signature			Date
Office:			

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