

# WESTFIELD PRIMARY SCHOOL

## Relationships & Sex Education Policy

(RSE)

February 2024

Next Review: February 2025

Reviewed by: Hayley Collins



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## 1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

## 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 Westfield Primary School we teach RSE as set out in this policy.

## 3. Policy development

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

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

## 4. Definition

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

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

RSE is not about the promotion of sexual activity.

## 5. Curriculum

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

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and 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 RSE

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

Pupils also receive a stand-alone statutory lesson about menstruation in Year 5 that is delivered by a trained healthcare professional.

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 RSE 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 RSE policy, and hold the headteacher to account for its implementation.

### 7.2 The headteacher

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

### 7.3 Staff

Staff are responsible for:

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

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

## 7.4 Pupils

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

## 8. Parents' right to withdraw

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 RSE 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.

However, parents do have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE, which is taught in Year 6. Parents of Year 6 children will receive a detailed letter in the Summer term, prior to the teaching of our 'Growing & Changing' topic, informing them of the learning that will take place in order to help them make an informed decision.

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 RSE is monitored by Hayley Wallis, Learning for Life (PSHE & RSE Subject Lead) through:

Book looks, planning scrutinises, learning walks, lesson drop-ins, pupil voice and evidence on Seesaw.

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

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

## Appendix 1: Curriculum map

<b>Reception: Our Lives</b>			
<b>Word Box</b>	Dress, undress, clean, smelly, flannel, sponge, towel, hands, toothpaste, toothbrush, hairbrush, comb, family, mum, dad, brother, sister, grandma, grandad, stepmum, stepdad		
<b>Early Learning Goals Prime Areas</b>	<b>Learning Intentions and Learning Outcomes</b>	<b>Title</b>	<b>Resources</b>
<b>Physical Development</b> Health and self-care	<b>Learning Intention – Statutory</b> To consider the routines and patterns of a typical day  <b>Learning Outcomes</b> Understand some areas in which the children can look after themselves e.g. dressing and undressing	<b>Lesson 1</b>  <b>Our Day</b>	Glove puppet  <b>Our Day pictures</b>
<b>Physical Development</b> Health and self-care	<b>Learning Intention – Statutory</b> To understand why hygiene is important  <b>Learning Outcomes</b> Explain why it is important to keep clean  Understand some basic hygiene routines	<b>Lesson 2</b>  <b>Keeping Ourselves Clean</b>	Glove puppet Items related to hygiene, e.g. flannel, sponge, towel, toothbrush, toothpaste, shampoo, soap, comb, brush <b>Keeping Clean pictures</b>  <i>The Smelly Book</i> , Babette Cole <b>Additional Activities</b> Anatomically correct dolls Suggested reading: <i>The Boy Who Hated Toothbrushes</i> , Zehra Hicks
<b>Personal, Social and Emotional Development</b> Making Relationships	<b>Learning Intention – Statutory</b> To recognise that all families are different  <b>Learning Outcomes</b> Identify different members of the family  Understand how members of a family can help each other	<b>Lesson 3</b>  <b>Families</b>	The Family Book, Todd Parr <b>Families pictures</b> Paper for drawing pictures <b>Additional Activities</b> Suggested reading: <i>All Kinds of Families!</i> Mary Ann Hoberman <i>I'll take you to Mrs Cole</i> , Nigel Gray

**Year 1: Growing and caring for ourselves**

Word Box	Clean, similar, different, family, boy, girl, male, female		
PSHE Programme of Study	Learning Intentions and Learning Outcomes	Title	Resources
<p><b>Core Theme 1: Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>the importance of and how to maintain personal hygiene</li> <li>about the process of growing from young to old and how people’s needs change</li> <li>about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them</li> </ul>	<p><b>Learning Intention – Statutory</b> To understand some basic hygiene principles</p> <p><b>Learning Outcomes</b> Know how to keep clean and look after oneself</p>	<p><b>Lesson 1</b> <a href="#">Keeping Clean</a></p>	<p>Talking object Story bag containing sponge, toothbrush and soap (and a school jumper or shirt if available) <a href="#">Keeping Clean pictures</a></p>
	<p><b>Learning Intention – Statutory</b> To introduce the concept of growing and changing</p> <p><b>Learning Outcomes</b> Understand that babies become children and then adults</p>	<p><b>Lesson 2</b> <a href="#">Growing and Changing</a></p> <p><b>Don’t teach story bag activity 4</b></p>	<p>Talking object Story bag containing <a href="#">Pictures of newborn babies</a> <a href="#">Lifecycle picture cards</a> <a href="#">Lifecycle word cards</a> <a href="#">Lifecycle whiteboard summary</a></p>
	<p><b>Learning Intention – Statutory</b> To explore different types of families and who to ask for help</p> <p><b>Learning Outcomes</b> Know there are different types of families Know which people we can ask for help</p>	<p><b>Lesson 3</b> <a href="#">Families and Care</a></p>	<p>Talking object Story bag - containing plaster and skipping rope <a href="#">Families pictures</a> <i>The Family Book</i>, Todd Parr <b>Additional Activities</b> Suggested reading: <i>Happy Families</i>, Allan Ahlberg <i>Who’s in a Family?</i> Robert Skutch</p>

## Year 2: Differences

<b>Word Box</b>	Similar, different, sex, gender roles, stereotypes, boy, girl, male, female, private parts		
<b>PSHE Programme of Study</b>	<b>Learning Intentions and Learning Outcomes</b>	<b>Title</b>	<b>Resources</b>

<p><b>Core Theme 1: Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>about the process of growing from young to old and how people's needs change</li> <li>the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls</li> </ul> <p><b>Science Attainment Targets</b></p> <ul style="list-style-type: none"> <li>notice that animals, including humans, have offspring which grow into adults</li> </ul> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p><b>Learning Intention – Statutory</b> To introduce the concept of male and female and gender stereotypes To identify differences between males and females</p> <p><b>Learning Outcomes</b> Understand that some people have fixed ideas about what boys and girls can do Describe the difference between male and female babies</p>	<p><b>Lesson 1</b></p> <p>a) <b>Differences: Boys &amp; Girls</b> stereotypes questioned.</p> <p>b) Naming the basic human body parts (Science Curriculum Yr 1 recap)</p>	<p>2 large PE hoops <b>Boy/Girl/Both labels</b> Bag of objects and clothing to explore male and female or <b>Pictures of objects and clothing</b> <b>Clothed Babies picture cards</b> <b>Clothed Babies whiteboard summary</b> <b>Pictures of newborn babies</b></p> <p><b>Additional Activities</b> <i>Recommended reading:</i> <i>Happy Families</i>, Allan Ahlberg, <i>Princess Smartypants</i>, Babette Cole <i>William's Doll</i>, Charlotte Zolotow <i>Amazing Grace</i>, Mary Hoffman and Caroline Binch</p> <p>Head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth.</p>
	<p><b>Learning Intention – Statutory</b> To explore some of the differences between males and females and to understand how this is part of the lifecycle</p> <p><b>Learning Outcomes</b> Describe some differences between male and female animals Understand that making a new life needs a male and a female</p>	<p><b>Lesson 2</b></p> <p><b>Differences: Male and Female</b></p> <p><b>Don't complete activity 4</b></p> <p><b>Discuss differences with animal pictures after watching Living and Growing DVD Unit 1 "Differences" up until 6.17 minutes.</b></p>	<p>Talking object <b>Pictures of male and female animals</b> Anatomically correct toy farm animals <a href="http://www.toysnfun.co.uk">www.toysnfun.co.uk</a></p> <p>Parents will be able to watch the DVD prior to their children via an invitation. Footage of kittens being born and new born kittens; discussion of similarities and differences e.g. teats used in females to give milk to their babies.</p> <p>(n.b. There is no teaching of penis/ vagina in this DVD up to 6.17)</p>



	<p><b>Learning Intention – Statutory</b> To name body parts</p>	<p><b>Lesson 3</b> a) Naming the Body Parts</p>	<p>2 large PE Hoops <b>Hoop labels</b> Create Body Parts picture cards – using Arms, Feet, Hand, Eyes, Ear, Knees, Nose, elbows, shoulders, hips, ankles etc (building on Yr1) <b>Additional Activities</b> Recommended reading: <i>Cinderella’s Bum</i>, Nicholas Allan</p>
	<p><b>Learning Outcomes</b> Describe the physical differences between males and females  Name the male and female body parts (within the DVD)</p>	<p>b) <b>Watching Living and Growing DVD Unit 1 “How did I get here?”</b></p>	<p><i>Shapesville</i>, Andy Mills <i>It’s OK to be Different</i>, Todd Parr Parents will be able to watch the DVD prior to their children via an invitation. The video mentions the terminology relating to female and male sexual organs in brief (e.g. penis, vagina, sperm, ovaries and</p>
			<p>womb) but this WILL not be discussed further with the class.</p>
		<p><b>Lesson 4</b> c) <b>Growing up</b></p>	<p>Parents will be able to watch the DVD prior to their children via an invitation. This shows the birth of animals.</p>

Please note that teachers will acknowledge the words vagina and penis if a child identifies this as part of their “private parts” but will not cover this in terms of reproduction.

## Year 3: Valuing difference and keeping safe

Word Box	Stereotypes, gender roles, similar, different, male, female, private parts, penis, testicles, vagina, family, fostering, adoption, relationships		
PSHE Programme of Study	Learning Intentions and Learning Outcomes	Title	Resources
<p><b>Core Theme 1: Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls</li> <li>to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong</li> </ul> <p><b>Core Theme 2: Relationships</b></p> <ul style="list-style-type: none"> <li>to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage</li> <li>to judge what kind of physical contact is acceptable or unacceptable and how to respond</li> </ul>	<p><b>Learning Intention – Statutory</b> To explore the differences between males and females and to name the body parts</p> <p><b>Learning Outcomes</b> Know some differences and similarities between males and females Name male and female body parts using agreed words</p>	<p><b>Lesson 1</b> <b>Differences: Male and Female</b></p> <p><b>Excluding male &amp; female matching cards, as well as internal picture of womb (5).</b></p>	<p><b>Clothed Babies picture cards</b> <b>Pictures of male and female bodies-</b> Each child to be given a blank male and female body to label all the body parts independently.</p> <p>The teacher then re-cap Yr 2 organs and also provide the scientific names for the male penis &amp; testicles and female vagina. <b>Additional Activities</b> <i>Cinderella's Bum</i>, Nicholas Allan <i>Shapesville</i>, Andy Mills <i>Let's Grow with Nisha and Joe</i>, fpa <a href="http://www.fpa.org.uk/Shop">www.fpa.org.uk/Shop</a></p>
	<p><b>Learning Intention – Statutory</b> To consider touch and to know that a person has the right to say what they like and dislike</p> <p><b>Learning Outcomes</b> Identify different types of touch that people like and do not like Understand personal space Talk about ways of dealing with unwanted touch</p>	<p><b>Lesson 2</b> <b>Personal Space</b></p> <p><b>Make problem page resource into scenarios</b></p>	<p>A bag of textured objects to touch, for example sandpaper, cotton wool, play dough, silky material, a pebble etc.</p> <p>Year 3 scenarios explored with phrases to support children to stop something they don't like/ feel uncomfortable with e.g. ask person to stop/ tell and adult they trust etc.</p>
	<p><b>Learning Intention – Statutory</b> To explore different types of families and who to go to for help and support</p> <p><b>Learning Outcomes</b> Understand that all families are different and have different family members Identify who to go to for help and support</p>	<p><b>Lesson 3</b> <b>Family Differences</b></p>	<p><b>Families pictures</b> <b>Who can I talk to? worksheet</b> <i>The Family Book</i>, Todd Parr <b>Additional Activities</b> <i>Tell Me Again About The Night I Was Born</i>, Jamie Lee Curtis <i>Who's in a Family?</i> Robert Skutch <i>Happy Families</i>, Allan Ahlberg <i>Spark Learns to Fly</i>, Judith Foxon <i>Stranger Danger</i>, Anne Fine</p>

Year 4: Growing up			
<b>Word Box</b>	Puberty, lifecycle, reproduction, physical, breasts, pubic hair, emotions, feelings, testicles, vagina, penis, egg, sperrn, periods, womb		
<b>PSHE Programme of Study</b>	<b>Learning Intentions and Learning Outcomes</b>	<b>Title</b>	<b>Resources</b>
<p><b>Core Theme 1: Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>how their body will, and emotions may, change as they approach and move through puberty</li> <li>to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them</li> <li>about human reproduction</li> </ul> <p><b>Science Attainment Targets</b></p> <ul style="list-style-type: none"> <li>describe the changes as humans develop to old age</li> </ul>	<p><b>Learning Intention – Statutory</b> To explore the human lifecycle</p> <p><b>Learning Outcomes</b> Describe the main stages of the human lifecycle Describe the body changes that happen when a child grows up</p>	<p><b>Lesson 1</b> <a href="#">Growing and Changing</a></p>	<p><a href="#">Lifecycle pictures</a> <a href="#">Lifecycle word cards</a> <a href="#">What has changed? worksheet</a> <a href="#">Lifecycle Quiz slides</a> <a href="#">Lifecycle Quiz answers</a> <b>Additional Activities</b> <a href="#">Babies and Children worksheet</a></p>
	<p><b>Learning Intention – Statutory</b> To identify some basic facts about puberty</p> <p><b>Learning Outcomes</b> Discuss male and female body parts using agreed words Know some of the changes which happen to the body during puberty</p>	<p><b>Lesson 2</b> <a href="#">What is Puberty?</a> <b>(Boys elsewhere-working independently in other classes shared across the school)</b>  <b>(Girls elsewhere-working independently in other classes shared across the school)</b></p>	<p><a href="#">Body Part Bingo cards</a> <a href="#">Bingo Flash cards</a> <a href="#">Body Changes pictures</a> <a href="#">Our Bodies worksheet</a></p>
	<p><b>Learning Intention – Statutory</b> To explore how puberty changes our body ready for adulthood.</p> <p><b>Learning Outcomes</b> Know about the physical and emotional changes that happen in puberty Understand that children change into adults so that they are able to Reproduce/ have a baby.</p>	<p><b>Lesson 3</b> <a href="#">Puberty Changes</a> <b>(Boys elsewhere-working independently in other classes shared across the school)</b>  <b>(Girls elsewhere-working independently in other classes shared across the school)</b></p>	<p>Story bag items (see lesson plan) Book: <i>Hair in Funny Places</i>, Babette Cole <a href="#">Body Changes worksheet</a> to include mention of “periods” as a signal that the body is preparing to be an adult and have a baby in the future. <b>Additional Activities</b> Suggested reading: <i>Amazing You!</i> Gail Saltz <a href="http://www.bbc.co.uk/science/humanbody/body_interactives/lifecycle/teenagers/">http://www.bbc.co.uk/science/humanbody/body_interactives/lifecycle/teenagers/</a></p>

## Year 5: Puberty

<b>Word Box</b>	Puberty, physical changes, emotional changes, periods, menstruation, penis, scrotum, testicles, vagina, ovaries, egg, semen, moods, tampons, sanitary towels, breasts, sweat, pubic hair, facial hair, underarm hair.		
<b>PSHE Programme of Study</b>	<b>Learning Intentions and Learning Outcomes</b>	<b>Title</b>	<b>Resources</b>

<p><b>Core Theme 1: Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>how their body will, and emotions may, change as they approach and move through puberty</li> <li>to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them</li> </ul> <p><b>Core Theme 2: Relationships</b></p> <ul style="list-style-type: none"> <li>to feel confident to raise their own concerns, to recognise and care about other people's feelings</li> </ul> <p><b>Science Attainment Targets</b></p> <ul style="list-style-type: none"> <li>describe the changes as humans develop to old age</li> </ul>	<p><b>Learning Intention – Statutory</b> To explore the emotional and physical changes occurring in puberty</p> <p><b>Learning Outcomes</b> Explain the main physical and emotional changes that happen during puberty Ask questions about puberty with confidence</p> <p>(Link to Statutory Science curriculum describe the differences in the life cycle of a mammal and describe the life process of reproduction in some animals)</p>	<p><b>Lesson 1</b> <b>Talking About Puberty</b></p>	<p><a href="#">Puberty Changes Teacher Guide</a> <a href="#">Pictures of male and female reproductive organs</a> <a href="#">Anonymous questions template</a> Sheets of flipchart paper for body outlines</p>
	<p><b>Learning Intention – Statutory</b> To understand male and female puberty changes in more detail</p> <p><b>Learning Outcomes</b> Understand how puberty affects the reproductive organs Describe how to manage physical and emotional changes</p> <p>(Link to Statutory Science curriculum describe the differences in the life cycle of a mammal and describe the life process of reproduction in some animals)</p>	<p><b>Lesson 2</b> <b>Male and Female Changes</b></p> <p>Taught in single sex sessions.</p> <p>NB. There will be no teaching of wet dreams or erections</p>	<p><a href="#">Pictures of male and female reproductive organs</a> <a href="#">Puberty Changes Teacher Guide</a> Menstrual cycle animation <a href="#">Male pictures</a> <a href="#">Puberty Card Game</a> – adapt resource to remove wet dreams <a href="#">Puberty Card Game answer sheet</a> – adapt resource to remove wet dreams <a href="#">Puberty Card Game whiteboard summary</a> Model materials: spaghetti (fallopian tubes) and poppy seeds (eggs) Selection of sanitary wear (tampons, sanitary towels, panty liners) Anonymous questions from Lesson 1, if appropriate, will be addressed. <b>Additional Activities</b> <a href="http://www.bbc.co.uk/science/humanbody">www.bbc.co.uk/science/humanbody</a> <a href="#">What is the Menstrual Cycle? cards</a> <a href="#">What is the Menstrual Cycle? whiteboard summary</a> <a href="#">The Menstruation Card Game for Girls and Answers</a> <a href="#">Menstruation Card Game whiteboard summary</a></p>
	<p><b>Statutory</b></p>		<p>School nurse delivers follow up menstruation/ puberty talk independently to boys and girls.</p>

	<p><b>Learning Intention – Statutory</b> To explore the impact of puberty on the body &amp; the importance of hygiene</p>	<p><b>Lesson 3</b> <a href="#">Puberty and Hygiene</a></p>	<p>Follow up from nurse visit with teacher. Kim’s Game items and a cloth to cover them (see lesson plan) <a href="#">Kim’s Game Teacher Guide</a></p>
	<p>To explore ways to get support during puberty <b>Learning Outcomes</b> Explain how to keep clean during puberty Explain how emotions change during puberty Know how to get support and help during puberty <b>(Link to Statutory Science curriculum)</b></p>	<p>Taught in single sex sessions.  NB. There will be no teaching of wet dreams or erections</p>	<p><a href="#">Year 5 Puberty Problem Page</a> (no teaching of wet dreams). <a href="#">Year 5 Puberty Problem Page cut-outs</a> – adapt resource to remove wet dreams <a href="#">Problem Page Teacher Guide</a> Anonymous questions from Lesson 1, addressed if appropriate. <b>Additional Activities</b> <a href="#">Puberty Bingo</a> – adapt resource to remove wet dreams</p>

## Year 6: Puberty, Relationships & Reproduction

<b>Word Box</b>	womb, sperm, egg, conception, fertilization, pregnancy, sexual intercourse, twins, fostering, relationship, friendship, intimacy, love, consent, communication, personal/private information , internet safety		
<b>PSHE Programme of Study</b>	<b>Learning Intentions and Learning Outcomes</b>	<b>Title</b>	<b>Resources</b> Via a letter home, parents MUST have an opportunity to withdraw their children from watching this “ <i>Living and growing Unit 3 – Girls talk and boy talk</i> ” c.14 minute long DVD via a letter home and the “How a baby is born” DVD Parents will be able to watch the DVDs prior to their children via an invitation.
<b>Core Theme 1: Health and Wellbeing</b> <ul style="list-style-type: none"> <li>• how their body will, and emotions may, change as they approach and move through puberty</li> <li>• about human reproduction</li> <li>• the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</li> </ul>	<b>Learning Intention – Non-statutory</b> To consider puberty and reproduction  <b>Learning Outcomes</b> Describe how and why the body changes during puberty  in preparation for reproduction  Talk about puberty and reproduction with confidence	<b>Lesson 1</b>  <b>Puberty and Reproduction</b>	<a href="#">Puberty Changes Teacher Guide</a> <a href="#">Puberty Body Part cards</a> <a href="#">Reproduction question sheet</a> <a href="#">Reproduction answer cards</a> <a href="#">Reproduction whiteboard summary</a> <b>Additional Activities</b> <a href="#">Year 6 Puberty Problem Page</a> <a href="#">Year 6 Puberty Problem Page Cut-outs</a> <a href="#">Year 6 Puberty Problem Page Teacher Guide</a>
	<b>Non-statutory</b>	<b>Separate boys and girls DVD lessons</b>	Girls talk/ Boys talk DVD  Parents MUST opt in to their children watching this “Changes” c.14 minute long DVD via a letter home and DVD 7 Girl Talk.  Parents will be able to watch the DVD prior to their children via an invitation.
	<b>Learning Intention – Non-statutory</b> Consider physical & emotional behaviour in relationships  <b>Learning Outcomes</b> Discuss different types of adult relationships with confidence  Know what form of touching is appropriate	<b>Lesson 2</b>  <b>Understanding Relationships</b>	<a href="#">Relationship pictures</a>  Squares of paper/sticky notes <a href="#">Anonymous Questions template</a>  Living and Growing DVD 5: How Babies are Made and 6: How Babies are Born

<p><b>Core theme 2:</b></p> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage</li> </ul>	<p><b>Learning Intention – Non-statutory</b></p> <p>To explore the process of conception and pregnancy</p> <p><b>Learning Outcomes</b></p> <p>Describe the decisions that have to be made before having a baby</p> <p>Know some basic facts about pregnancy and conception</p>	<p><b>Lesson 3</b></p> <p><b>Conception and Pregnancy</b></p>	<p><a href="#">How Does A Baby Start? cards</a></p> <p><a href="#">How Does A Baby Start? whiteboard summary</a></p> <p>Anonymous Questions from previous lesson</p> <p><b>Additional Activities</b></p> <p><a href="#">Conception and Pregnancy statements</a></p> <p><a href="#">Conception and Pregnancy Quiz</a></p> <p><a href="#">Conception and Pregnancy Quiz Answers</a></p> <p><a href="#">Pictures of male and female reproductive organs</a></p> <p>Model materials: dried spaghetti (fallopian tubes) and poppy seeds (eggs)</p>
<ul style="list-style-type: none"> <li>to recognise what constitutes</li> </ul>			

<p>positive healthy relationships and develop the skills to form them</p>	<p><b>Learning Intention – Statutory</b> To explore positive and negative ways of communicating in a relationship</p> <p><b>Learning Outcomes</b></p> <p>To have considered when it is appropriate to share personal/private information in a relationship</p> <p>To know how and where to get support if an online relationship goes wrong</p>	<p><b>Lesson 4</b></p> <p><b>Communicating in Relationships</b></p>	<p><a href="#">Relationship Question cards</a></p> <p><a href="#">Communication Scenario Cards</a></p> <p><a href="#">Communication Scenarios answers</a></p> <p><a href="#">Communication Scenarios whiteboard summary</a></p> <p><b>Additional Activities</b></p> <p>Film clip from <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a></p>
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## Appendix 2: Whole School Half Term Overview

Year R	Lesson
Me & My Relationships	<ol style="list-style-type: none"> <li>1. All about me – Coram Life SCARF</li> <li>2. What makes me special – Coram Life SCARF</li> <li>3. Me and my special people – Coram Life SCARF</li> <li>4. Who can help me? – Coram Life SCARF</li> <li>5. My feelings – Coram Life SCARF</li> <li>6. My feelings (2) – Coram Life SCARF</li> </ol>
Keeping Myself Safe	<ol style="list-style-type: none"> <li>1. What's safe to go onto my body – Coram Life SCARF</li> <li>2. Keeping myself safe – what's safe to go into my body (including medicines) – Coram Life SCARF</li> <li>3. Stay safe indoors and outdoors – Coram Life SCARF</li> <li>4. Keeping myself safe – NSPCC Pants campaign (resources provided by NSPCC)</li> <li>5. Keeping safe online with Smartie the Penguin (resource provided by Childnet)</li> <li>6. People who help to keep me safe – Coram Life SCARF</li> </ol>
Being My Best	<ol style="list-style-type: none"> <li>1. Bouncing back when things go wrong – growth mindset – Coram Life SCARF</li> <li>2. Yes I can! – Coram Life SCARF</li> <li>3. Healthy eating (1) – Coram Life SCARF</li> <li>4. Healthy eating (2) – Coram Life SCARF</li> <li>5. Move your body – Coram Life SCARF</li> <li>6. A good night's sleep – Coram Life SCARF</li> </ol>
Valuing Difference	<ol style="list-style-type: none"> <li>1. I'm special, you're special – Coram Life SCARF</li> <li>2. Same and different – Coram Life SCARF</li> <li>3. Same and different families – Coram Life SCARF</li> <li>4. Same and different homes – Coram Life SCARF</li> <li>5. Kind and caring – Coram Life SCARF</li> <li>6. Kind and caring (2) – Coram Life SCARF</li> </ol>
Rights & Responsibilities	<ol style="list-style-type: none"> <li>1. Looking after my special people – Coram Life SCARF</li> <li>2. Looking after my friends – Coram Life SCARF</li> <li>3. Being helpful at home and caring for our classroom – Coram Life SCARF</li> <li>4. Caring for our world – you tube video 'A Whale's Tale'</li> <li>5. Looking after money (1) – read TSB book 'A Crocodile for Billy'</li> </ol>



	6. Looking after money (2) – Coram Life SCARF
Growing & Changing	Taught through The Christopher Winter Project – refer to RSE policy for Curriculum overview. 1. Our day – Christopher Winter Project 2. Keeping ourselves clean – Christopher Winter Project 3. Families – Christopher Winter Project

Year 1	
Me and My Relationships	<ol style="list-style-type: none"> <li>1. Why we have classroom rules- Coram Life SCARF</li> <li>2. Thinking about feelings- Coram Life SCARF</li> <li>3. Our feelings- Coram Life SCARF</li> <li>4. Our special people balloons- Coram Life SCARF</li> <li>5. Good friends- Coram Life SCARF</li> <li>6. How are you listening?- Coram Life SCARF</li> </ol>
Keeping Myself Safe	<ol style="list-style-type: none"> <li>1. Healthy me- Coram Life SCARF</li> <li>2. Super sleep- Coram Life SCARF</li> <li>3. Who can help? (1) – Coram Life SCARF</li> <li>4. Harold loses Geoffrey- Coram Life SCARF</li> <li>5. What could Harold do?- Coram Life SCARF</li> <li>6. Good or bad touches?- Coram Life SCARF</li> </ol>
Being My Best	<ol style="list-style-type: none"> <li>1. I can eat a rainbow- Coram Life SCARF</li> <li>2. Eat well- Coram Life SCARF</li> <li>3. Catch it! Bin it! Kill it!- Coram Life SCARF</li> <li>4. Harold learns to ride his bike- Coram Life SCARF</li> <li>5. Pass on the praise!- Coram Life SCARF</li> <li>6. Harold has a bad day- Coram Life SCARF</li> </ol>
Valuing Difference	<ol style="list-style-type: none"> <li>1. Same or Different?- Coram Life SCARF</li> <li>2. Unkind, tease or bully?- Coram Life SCARF</li> <li>3. Who can help? (2)- Coram Life SCARF</li> <li>4. Harold's school rules- Coram Life SCARF</li> <li>5. Who are our special people?- Coram Life SCARF</li> <li>6. It's not fair!- Coram Life SCARF</li> </ol>
Rights & Responsibilities	<ol style="list-style-type: none"> <li>1. Around and about the school-Coram Life SCARF</li> <li>2. Taking care of something-Coram Life SCARF</li> <li>3. Harold's money- Coram Life SCARF</li> <li>4. How should we look after our money?- Coram Life SCARF</li> <li>5. Surprises and Secrets- Coram Life SCARF</li> </ol>

	6. Basic First Aid – Coram Life SCARF
Growing & Changing	<p>Taught through The Christopher Winter Project – refer to RSE policy for Curriculum overview.</p> <ol style="list-style-type: none"> <li>1. Keeping clean</li> <li>2. Growing and changing</li> <li>3. Families and care</li> </ol>

Year 2	
Me and My Relationships	<ol style="list-style-type: none"> <li>1. Our ideal classroom 1- Coram Life</li> <li>2. Our ideal classroom 2- Coram Life</li> <li>3. Bullying or Teasing- Coram Life</li> <li>4. Don't do that- Coram Life</li> <li>5. Types of bullying - Coram Life</li> <li>6. Being a good friend- Coram Life</li> </ol>
Keeping Myself Safe	<ol style="list-style-type: none"> <li>1. How safe would you feel- Coram Life</li> <li>2. What should Harold say? - Coram Life</li> <li>3. I don't like that- Coram Life</li> <li>4. Fun or not- Coram Life</li> <li>5. Should I tell? - Coram Life</li> <li>6. Some secrets should never be kept- Coram Life</li> <li>7. Basic First Aid – Coram Life SCARF</li> </ol>
Being My Best	<ol style="list-style-type: none"> <li>1. You can do- Coram Life it</li> <li>2. My day- Coram Life</li> <li>3. Harold postcard- Coram Life</li> <li>4. Harold bathroom- Coram Life</li> <li>5. My body needs- Coram Life</li> <li>6. What does my body do? - Coram Life</li> </ol>
Valuing Difference	<ol style="list-style-type: none"> <li>1. What makes us who we are? - Coram Life</li> <li>2. How do we make others feel? - Coram Life</li> <li>3. My special people- Coram Life</li> <li>4. When someone is feeling left out- Coram Life</li> <li>5. An act of kindness- Coram Life</li> <li>6. Solve the problem- Coram Life</li> </ol>
Rights & Responsibilities	<ol style="list-style-type: none"> <li>1. Getting on with others- Coram Life</li> <li>2. When I feel like erupting- Coram Life</li> <li>3. Feeling safe- Coram Life</li> <li>4. How can we look after our environment- Coram Life</li> <li>5. Harold saves for something special- Coram Life</li> </ol>

	6. Harold goes camping - Coram Life
Growing & Changing	Taught through The Christopher Winter Project – refer to RSE policy for Curriculum overview. <ol style="list-style-type: none"> <li>1. Difference between boys and girls- CW project</li> <li>2. Difference male and female- CW project</li> <li>3. Naming the body parts- CW project</li> </ol>

Year 3	
Me and My Relationships	<ol style="list-style-type: none"> <li>1. Looking after our special people</li> <li>2. How can we solve this problem?</li> <li>3. Dan's dare</li> <li>4. Thunks</li> <li>5. Friends are special</li> <li>6. Relationship tree</li> </ol>
Keeping Myself Safe	<ol style="list-style-type: none"> <li>1. Safe or unsafe?</li> <li>2. Danger or risk?</li> <li>3. Risk robot</li> <li>4. Super searcher</li> <li>5. None of your business</li> <li>6. Raisin challenge</li> <li>7. Basic First Aid – Coram Life SCARF</li> </ol>
Being My Best	<ol style="list-style-type: none"> <li>1. For or against?</li> <li>2. I am fantastic</li> <li>3. Derek cooks dinner</li> <li>4. Poorly Harold</li> <li>5. Top talents</li> <li>6. Alcohol and cigarettes</li> </ol>
Valuing Difference	<ol style="list-style-type: none"> <li>1. Family and friends</li> <li>2. Respect and challenge</li> <li>3. Our friends and neighbours</li> <li>4. Let's celebrate our differences</li> <li>5. Zeb</li> <li>6. My community</li> </ol>
Rights & Responsibilities	<ol style="list-style-type: none"> <li>1. Helping each other to stay safe</li> <li>2. Secret or surprise</li> <li>3. Body space</li> <li>4. Can Harold afford it?</li> <li>5. Earning money</li> </ol>

	6. Harold's environment project
Growing & Changing	Taught through The Christopher Winter Project – refer to RSE policy for Curriculum overview. 1. Differences – male and female 2. Personal space 3. Family differences

Year 4	
Me and My Relationships	1. An email from Harold 2. Ok Not Ok? (part 1) 3. Ok Not Ok? (part 2) 4. Human Machines 5. Under Pressure 6. Different feelings
Keeping Myself Safe	1. Danger, Risk or Hazard? 2. Picture wise 3. How dare you 4. Keeping ourselves safe 5. Raisin challenge (2) 6. Secret or surprise
Being My Best	1. What makes me, me? 2. Making choices 3. SCARF hotel 4. Harold's 7 Rs 5. My school community 6. First aid
Valuing Difference	1. Can you sort it? 2. Islands 3. Friend or acquaintance 4. What would I do? 5. The people we share our world with 6. That is such a stereotype!
Rights & Responsibilities	1. Who helps us stay healthy and safe? 2. How do we make a difference? 3. In the news 4. Safety in numbers 5. Harold's expenses 6. Why pay taxes?

Growing & Changing	Taught through The Christopher Winter Project – refer to RSE policy for Curriculum overview. 1. Growing and changing 2. What is puberty? 3. Puberty changes and reproduction
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Year 5	
Me and My Relationships	<ol style="list-style-type: none"> <li>1. Give and take</li> <li>2. How good a friend are you?</li> <li>3. Relationship cake recipe</li> <li>4. Being assertive</li> <li>5. Communication</li> <li>6. Collaboration challenge</li> </ol>
Keeping Myself Safe	<ol style="list-style-type: none"> <li>1. Spot bullying</li> <li>2. Ella's diary dilemma</li> <li>3. Would you?</li> <li>4. Would you risk it?</li> <li>5. Jay's dilemma</li> <li>6. Decision dilemmas</li> </ol>
Being My Best	<ol style="list-style-type: none"> <li>1. Different skills</li> <li>2. My school community</li> <li>3. Independence and responsibility</li> <li>4. Star qualities</li> <li>5. Basic first aid</li> <li>6. Getting fit</li> </ol>
Valuing Difference	<ol style="list-style-type: none"> <li>1. Qualities of friendship</li> <li>2. Kind conversations</li> <li>3. Happy being me</li> <li>4. Land of the red people</li> <li>5. Is it true?</li> <li>6. It could happen to anyone</li> </ol>
Rights & Responsibilities	<ol style="list-style-type: none"> <li>1. Fact or opinion</li> <li>2. Rights, responsibilities and duties</li> <li>3. Mo makes a difference</li> <li>4. Spending wisely</li> <li>5. Local councils</li> <li>6. What's the story?</li> </ol>

Growing & Changing	<p>Taught through The Christopher Winter Project – refer to RSE policy for Curriculum overview.</p> <ol style="list-style-type: none"> <li>1. Talking about puberty</li> <li>2. Male and female changes</li> <li>3. Puberty and hygiene</li> </ol>
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Year 6	
Me and My Relationships	<ol style="list-style-type: none"> <li>1. Solve the friendship problem</li> <li>2. Assertiveness skills</li> <li>3. Dan's day</li> <li>4. Don't force me (adapted resources)</li> <li>5. Acting appropriately</li> <li>6. It's a puzzle</li> </ol>
Keeping Myself Safe	<ol style="list-style-type: none"> <li>1. Think before you click</li> <li>2. Traffic lights</li> <li>3. To share or not to share</li> <li>4. Pressure online</li> <li>5. Basic first aid</li> <li>6. Drugs/Alcohol lesson</li> </ol>
Being My Best	<ol style="list-style-type: none"> <li>1. Behave yourself</li> <li>2. Joe's story part 1</li> <li>3. Joe's story part 2</li> <li>4. What's the risk</li> <li>5. What's the risk 2</li> <li>6. Dear Ash</li> </ol>
Valuing Difference	<ol style="list-style-type: none"> <li>1. Ok to be different</li> <li>2. We have more in common than not</li> <li>3. Respecting differences</li> <li>4. Tolerance and respect for others</li> <li>5. Advertising friends</li> <li>6. Boys will be boys</li> </ol>
Rights & Responsibilities	<ol style="list-style-type: none"> <li>1. Two sides to every story</li> <li>2. Fakebook friends</li> <li>3. Jobs and taxes</li> <li>4. Happy shoppers</li> <li>5. Democracy in Britain 1 Elections</li> <li>6. Democracy in Britain 2 How laws are made</li> </ol>
parent	

Growing & Changing	Taught through The Christopher Winter Project – refer to RSE policy for Curriculum overview. <ol style="list-style-type: none"><li>1. Puberty and reproduction</li><li>2. Understanding relationships</li><li>3. Conception and pregnancy</li><li>4. Communicating in relationships</li></ol>
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## Appendix 3: Example of Year 6 Letter to Parents



### WESTFIELD PRIMARY SCHOOL



Dear Parents/Carers

As part of the Year 6 Science curriculum, your children will be completing the final phase of their formal Primary Sex and Relationships Education, which was begun 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. In Year 5, the class watched some of the *Living and Growing* DVD and the school nurse spoke to the class about changes in their bodies and the onset of puberty, giving them the opportunity to ask questions around this topic. The Year 6 coverage looks specifically at how babies are made, as well as at the wonder of new life. At this stage, there will be no discussion of contraception and sexually transmitted diseases, which are part of the KS3 curriculum and will be covered at secondary school.

I have attached a copy of the school policy for coverage of the National Curriculum at Key Stage 2. We will be using clips from the DVD series *Living and Growing* (KS2) to support children's understanding. The lessons will be taught in the weeks after half term, beginning 3<sup>rd</sup> June. There are a total of 7 lessons in all.

In order that parents have an understanding of the level their children are working at on this topic, there will be an opportunity to view the DVD *How Babies Are Made* before it is shown to the children. You are therefore invited to join us in Falcons Classroom on Tuesday 30<sup>th</sup> April at 3:15pm to view the DVD and raise any queries regarding our coverage of this important topic. Due to the nature of this material, it would not be appropriate to bring younger siblings to this meeting. Please note that Miss Wallis (PSHE co-ordinator) is also able to answer any questions you may have about the school's policy or any particular issues for your family.

You have the right to withdraw your child from all or some parts of the sex and relationships lessons. 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 ask for a withdrawal form from the school office and return it to school.

Many thanks for your support in this matter.

Year 6 class Teachers



<b>By the End of KS2, pupils will be able to:</b>			
Form opinions that they can articulate to a variety of audiences	Express opinions, for example, about relationships and bullying	Identify adults they can trust and who they can ask for help	Respect other people's viewpoints and beliefs
Recognise and challenge stereotypes, for example in relation to gender	Be self-confident in a wide range of situations, such as seeking new friends	Recognise the pressure of unwanted physical contact, and know ways of resisting it	Recognise their changing emotions with friends and family and be able to express their feelings positively
	Listen to, support their friends and manage friendship problems		Recognise their own worth and identify positive things about themselves
			Balance the stresses of life in order to promote both their mental health and wellbeing and that of others
			See things from other people's viewpoints, for example, their parents and carers
			Discuss moral questions
<b>Pupils will know and understand:</b>			
That the life processes common to humans and other animals include growth and reproduction*	The many relationships in which they are all involved	That safe routines can stop the spread of viruses (Specifically excluding HIV at this stage).	About different forms of bullying and the feelings of bullies as well as victims
About the main stages of the human life cycle*	Where individual families and groups can find help	About keeping themselves safe when involved in risky activities	
About the physical changes that take place at puberty( including menstruation), why they happen and how to manage them	About, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together	That their actions have consequences and be able to anticipate the results of them	
How the media impact on the forming of attitudes			
<b>Pupils will have considered:</b>			

Why being different can provoke bullying and why this is unacceptable	The diversity of values and customs in the school and in the community	When it is appropriate to take a risk and when to say no and seek help	Others' points of view, including their parents' or carers'
The need for trust and love in established relationships			

### **Year Group Specific Coverage: Year 6**

In addition to general coverage of RSE topics through the Creative Curriculum, Year 6 will also cover the Relationships and Sex Education Programme agreed by the School Governors. This is in line with the core Science and PSHE Learning Outcomes (Appendix 1) and includes:

- Series of Powerpoint Presentations outlining the key learning, in particular: body parts related to reproduction in male and female, and puberty, including personal hygiene. (See Appendix 3 for a list of vocabulary used.)
- The wonder of reproduction – including in-utero photography of developing foetus.
- Consolidation of knowledge of puberty and explanation of how a baby is conceived and born. (Including Living and Growing DVD 5: How Babies are Made and 6: How Babies are Born)
- Information about children’s help lines and professional agencies (Appendix 2).
- The opportunity for single sex groups to answer questions and explore personal issues.

The Sex Education Programme takes place in an approach which values long-term relationships, and stable environments, in which to raise a child.

### **Year 6 Vocabulary List**

Set out below is a list of the vocabulary that will be used when teaching the Sex Education programme of lessons to Year 6. These words listed are mentioned in the video, which will be shown to the children, or are required as part of the lesson content:-

egg	fertilized	embryo	baby	child
adolescence	adult	puberty	hygiene	
genitals	penis	urethra	anus	testis
scrotum	foreskin	vagina	clitoris	
menstruation	uterus	ovary	fallopian tubes	
masturbation	cervix	erection	semen	
wet dream	periods	old person	hygiene	

sanitary towels/tampons

reproductive system

intercourse

gestation

ejaculation

## Appendix 4: Parent form: withdrawal from sex education in Year 6

### TO BE COMPLETED BY PARENTS

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

### TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	<b>Include notes from discussions with parents and agreed actions taken.</b> <b>Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</b>