



# Sex and Relationships Education Policy

Published: Oct 2024

Review Date: Oct 2025



## Our Vision



Doing all the good we can, through faith, love and excellence.

Micah 6:8 "This is what the Lord requires of you: to do justice, and to love kindness and to walk humbly with your God."

We want St Cuthbert's to be a school where:

### Our Ethos

- everyone flourishes through the guidance of our Christian values.
- teaching and learning is creative, engaging and motivational.
- relationships are positive and serve to support others through **compassion** and **kindness**.

"I have come that they may have life and have it to the full." John 10, V10

### Our Expectations

- we show **courage** to be the best that we can be.
- the children make excellent progress, fostering a love of learning.
- every child has an **equal** chance to fulfil their full potential.

"All human kind is made in the image of God." Genesis 1, V26-27

### Individuality

- we grow and flourish as individuals; through **endurance** we can achieve.
- the value and worth of each individual is celebrated and everyone feels included.
- the children develop a spirit of **curiosity** and a willingness to rise to a challenge through a broad, enriched curriculum.

"All people are called to transform the world" Genesis 1 V26-31, Micah 6 V8

### Working Together

- the children are able to **trust** show **respect** and **friendship** to others.
- the community enables our pupils and school to grow in a happy, safe, healthy and spiritual environment.
- we foster links and contribute to the educational community through effective communication.

"Every person is an individual and also part of a community." 1 Cor. 12 V12-27

*This is a vision that is inclusive to all as we are reminded in the words of Luke 18:16:  
"But Jesus called them to him, saying, "Let the children come to me, and do not hinder them, for to such belongs the kingdom of God."  
For we are all equal in the eyes of God.*



# Compassion

"Clothe yourselves with compassion, kindness, humility, gentleness and patience."

Colossians 3:12



# Kindness

"Be kind to one another, tender-hearted, forgiving one another as God in Christ forgave you."

Ephesians 4:32



# Equal

"You shall love your neighbour as yourself."

Mark 12:31



# Potential

"Behold they are one people and they have all one language and this is only the beginning of what they will do."

Genesis 11:6



# Courage

"Be strong and courageous. Do not be frightened and do not be dismayed for the Lord your God is with you wherever you go."

Joshua 1:9



# Trust

"My God is my strength in whom I trust."

Psalm 12





## Friendship

"Encourage one another and build each other up."

1 Thessalonians 5:11



## Respect

"For God gave us a spirit not of fear but of power and love and self-control."

Joshua 1:9



## Endurance

"I can do all things through Him who strengthens"

Joshua 9





*“Sex and Relationships Education is lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life; stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.” (DFE July 2000)*

Effective sex education is essential if young people are to make responsible and informed decisions about their lives. It helps young people learn to respect themselves and others and to move with confidence from childhood to adulthood.

## Intention

The aims and intention 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

Parents and carers are the key people for their child's learning about sex and relationships and schools should always work in partnership with home. Parents and carers need to know that the school's SRE programme will complement their role and support them in the education of their child regarding sex and relationships. We will ensure that parents' and carers' views are heard and that taught SRE is culturally appropriate and inclusive of all of our children.

There are three main elements to our SRE programme:

- Gaining knowledge and understanding
- Developing positive attitudes and values
- Extending personal and social skills

At St Cuthbert's, we have a commitment to ensure that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate.

## Legal Requirements

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

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

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

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

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



At St Cuthbert's we teach RSE as set out in this policy.

## 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.

## Implementation

As part of the personal, social and health education work in school, children in Reception to Year 6 are helped to develop a confidence in talking, listening and thinking about feelings and relationships. As part of the science curriculum children learn to know the names of the different parts of the body and how their bodies work.

*Parents do not have the right to withdraw their child/children from these aspects of the Science curriculum*

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

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

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

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

### **Delivery of RSE**

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

Pupils also receive stand-alone sex education sessions which (where possible) can be delivered by a trained health professional.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).



PSHE and SRE at St Cuthbert's are taught primarily by the class teacher in both KS1 and KS2. Discussion and age appropriate resources and DVDs are used. The children have the opportunity to ask questions which are dealt with sensitively.

Teachers set clear parameters for what is appropriate discussion in a whole class situation e.g. no one (including the teacher) has to answer personal questions and the children are given opportunities to ask questions anonymously. *If at any time a teacher or health professional is concerned that a pupil is at risk of sexual abuse they inform the Head Teacher (see Safeguarding Policy).*

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

### Equal Opportunities/Special Educational Needs

Teachers are aware of and treat sensitively any pupils who come from cultures where it is only acceptable to speak about the body in single gender groups. In such cases parents will be consulted to establish what is appropriate and acceptable for them. Both boys and girls have access to the same information. However, where the staff feel that either group may be more likely to talk freely and ask questions, some information may be delivered separately. Children with SEN have access to sex education at an appropriate level. This may be done as part of the whole class with extra adult support, or, if appropriate in a smaller group. Parents of children may be consulted if staff consider that there are issues relating from sex education.

We will teach about these topics in a manner that:

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

We will also:

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



## Resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

## Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with pupils' developmental stage
  - Comply with:
    - This policy
    - The [Teachers' Standards](#)
    - The [Equality Act 2010](#)
    - The [Human Rights Act 1998](#)
    - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people



- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

## Roles and responsibilities

### The governing board

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

### 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-science components of RSE (see section 8).

### 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-science components of RSE

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

### Pupils

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

## Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-science components of sex education within RSE.

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

Alternative work will be given to pupils who are withdrawn from sex education.

## Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.



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

### **Monitoring and Evaluation**

The delivery of RSE is monitored by the PSHE leader through:

- planning scrutinies,
- learning walks,
- work in books

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

This policy will be reviewed every three years or in the light of changes to legal requirements. At every review, the policy will be approved by the governing board.

This policy should be read in conjunction with the following school policies:

- PSHE Policy
- Safeguarding Policy
- SEND Policy
- Equal Opportunities Policy



### Relationships and sex education curriculum map- taught as a block of 3x 1 hour sessions

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
EYFS	Ongoing	Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others. Topics such as 'My Family and Friends' consider relationships with people close to us. Relationships are also explored through stories, games, small world and role play activities. Physical development activities help children to develop an awareness of basic body parts.	

Year 1

Summer 2

**Lesson 1:** To recognise the main external parts of the bodies of humans, including agreed names for sexual parts.

**WILF:-** use names such as arm leg, elbow etc with confidence

- use scientific names such as *penis*, *testicles* and *vagina*
- use the words *male* and *female*

As a class, ask the children to think about the bodies and make a list of all the body parts they can think of that can be seen from the outside. Tell the children that family names for sexual parts *e.g. willie* are acceptable, but ensure that they are introduced to the scientific terms *e.g. penis, testicle, vagina*. You might explain this to the children by saying that these are the words a doctor might use if they were describing different body parts. You might call them the 'doctor' words. Show the children sets of cards with named external body parts, including the doctor names for sexual parts, and compare to the list they have made, noting any body parts/names they may have missed out.

Give each child the outlines of boys' and girls' bodies and challenge them to write the names of as many external body parts as they can around the drawings.

**Lesson 2 part 1:** To describe what their bodies can do.

**WILF:** give examples of things my body can do

- give an example of how I can be in control of my body
- describe some things I would do in private
- name the parts of my body which are private

Ask the children to draw a picture of themselves or write their name on a piece of paper and draw and label around it pictures of all the activities they can do with their bodies. Encourage them to think of activities they do using their whole bodies (skipping, dancing, jumping, sports)

Using a puppet or doll, describe a scenario where the puppet finds it difficult to keep his hands and his feet to himself. He's a bit clumsy and sometimes pulls or pushes people too hard on the playground. Ask the children how his friends might feel about this.

**Lesson 2 part 2:**

ask the children the meaning of the words *private* and *privacy* i.e. something you wouldn't show or share openly with everyone. Ask them for where they have heard or seen these words. Ask the children to make suggestions of activities they prefer to do in private *e.g. going to the toilet, having a bath*. ask each child to work with a partner and think of something they could say if they felt embarrassed and they wanted more privacy, *e.g. Please could you shut the door; please could I get changed in a cubicle*.

**Resource 3 - Body Part Labels**

penis		testicles
knee	vagina	
bottom	leg	anus
chest	eyebrow	arm
nipple	knuckles	shoulder
toe	foot	elbow
finger	finger nail	eyelash
wrist	lips	ear
nose	eye	mouth
hair	skin	shin
toenail	cheek	chin
palm	sole	ankle
back	calf	heel

**Resource 5 - Catch It, Bin It, Kill It Rhyme**

I will catch those germs when I "ATICHOO".  
I will catch those germs in my tissue.

Catch It and Bin It to Kill It, that's it!  
there're no germs on us!

Put the tissue into a bin,  
germs won't get out once they are in.

Catch It and Bin It to Kill It, that's it!  
there're no germs on us!

Kill the germs they make us sick,  
come on everyone wash them off quick!

Catch It and Bin It to Kill It, that's it!  
there're no germs on us!



Shout 'Aitchoo' and catch your sneeze or cough in your clean tissue.



Put your tissue in the bin in the middle of the room.



Rub your hands together quickly.



YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p><b>Lesson 3 part 1</b> To appreciate how amazing their body is. To know how to keep themselves clean.</p> <p><b>WILF:</b> give a reason that my body is amazing</p> <ul style="list-style-type: none"><li>• give two examples of things I do to keep myself clean at home</li><li>• give two examples of things I can do to keep clean at school</li></ul> <p>In Circle Time, complete the sentence stem <i>My body is amazing because...</i> Encourage the children to think about physical capabilities, e.g. <i>jump, run, clap, but also body functions e.g. healing when cut, mending broken bones etc.</i> the children to make a list of things they can do to keep themselves clean and germ free e.g. brush teeth, wash clothes, wash hair. collect pictures from magazines and catalogues of things we need in order to keep clean e.g. <i>toothpaste, soap, towel, water, nail-brush, handkerchief, tissues, bath, shower, hair brush.</i> Use these pictures to make a collage. discuss ways of looking after the classroom which will help to keep the children clean e.g. <i>changing shoes, wiping tables, using the bin.</i></p> <p><b>Lesson 3 part 2</b> To understand the importance of basic hygiene practices, e.g. <i>washing hands, using a tissue</i>, and how these prevent the spread of disease.</p> <p><b>WILF:</b> name a way that germs can get into my body</p> <p>Make a list of ways that germs can get into their bodies e.g. <i>through their mouths and through cuts.</i> Explain how they can stop this by washing their hands, washing and covering cuts and by making sure they do not put anything in their mouths which might have germs on it. Read or sing together the Catch it, Bin It, Kill It Rhyme and learn the actions.</p>	



Year 2	Summer 2	<p><b>Lesson 1 part 1:</b> To know that humans produce babies that grow into children and then into adults.</p> <p><b>WILF-</b> describe what babies children and adults can do at different ages</p> <ul style="list-style-type: none"><li>• recognise baby animals and their parents</li><li>• show understanding that my parents were once children</li></ul> <p>Provide the children with a set of cards showing pictures of babies, toddlers, older children and adults and ask the children to sequence the pictures. Focus on how amazing babies are. Ask the children in pairs or small groups to write the names of as many pairs of baby and adult animals as they can e.g. <i>calf/ cow, piglet/pig.</i></p> <p>Lesson 1 part 2: To consider the ways they have changed physically since they were born.</p> <p><b>WILF:</b> describe some things I can do now that I couldn't do when I was a baby</p> <ul style="list-style-type: none"><li>• describe some ways my body will change as I get older</li></ul> <p>Read the story, <b>I Want My Tooth</b>. Make a list of other ways that our bodies change as we grow and become older, e.g. <i>legs and arms grow longer, our hair grows thicker and changes colour.</i></p> <p><b>Lesson 2 part :</b> To consider their responsibilities now and compare these with when they were younger.</p> <p><b>WILF:</b> explain some things I did when I was a baby</p> <ul style="list-style-type: none"><li>• describe some responsibilities I have now</li><li>• explain some ways I can help other people now I am older</li></ul> <p>Children to draw a picture of themselves as a baby and label it with as many things as they can remember or have been told about themselves e.g. 'I cried a lot',</p> <p>Read <b>Mog and the Baby</b> and stop the story at various points to discuss the difference between the baby and Nicky in terms of what they can do to look after themselves and other people.</p> <p><b>Lesson 3 Part 1:</b> To understand the needs of babies and young children.</p> <p><b>WILF:</b> describe some things a parent has to do for a baby</p> <ul style="list-style-type: none"><li>• explain some things a baby needs to stay happy and healthy</li></ul> <p>Read <b>Bye Bye Baby</b>. Make a list of all the things that babies cannot do for themselves and the ways in which they have to be looked after. As a class, make a</p>	<p><a href="https://www.youtube.com/watch?v=7_j1srm_jtl">https://www.youtube.com/watch?v=7_j1srm_jtl</a> My Dog, My Cat, My Mum and Me</p> <p><a href="https://www.youtube.com/watch?v=Tlc2ZUUmncI">https://www.youtube.com/watch?v=Tlc2ZUUmncI</a> The World is full of Babies</p> <p><a href="https://www.youtube.com/watch?v=mg3qpmvzQO4">https://www.youtube.com/watch?v=mg3qpmvzQO4</a> Mog and the Baby</p> <p><a href="https://www.youtube.com/watch?v=6wM9aF_NJlc">https://www.youtube.com/watch?v=6wM9aF_NJlc</a> Bye Bye Baby</p>
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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p>list of questions to ask a parent about what a baby can do and what a baby needs in order to be happy and help them grow.</p> <p>children to identify those items that a baby needs to keep healthy and happy and those which a baby might like.</p> <p><b>Lesson 3 Part 2:</b></p> <p><b>WILF:</b> To understand what they have learned and be able to share it with others.</p> <ul style="list-style-type: none"><li>• discuss my feelings about being a baby and being older</li></ul> <p>children to think for a few moments independently about their responses to the following statements and then share their ideas with the person sitting next to them. Ask them to think of reasons they are glad they are not a baby any more and things they are looking forward to about getting older. Once all the children have had a chance to think and talk to a partner, share some ideas from the children. These could be collated into a prose poem or rhyme to share with children from other classes.</p>	

Year 3

Summer 2

**Lesson 1 Objective:** To recognise the main external parts of the bodies of humans, including scientific names for sexual parts.

**WILF:** use scientific names to label part of the body.

As a class, ask the children to think about bodies of both adult males and adult females and make a list of all the body parts they can think of that can be seen from the outside.

**Lesson 2 – part 1 Objective:** To understand the benefits of carrying regular personal hygiene routines.

**WILF:** explain why body parts should be kept clean

Ask the children to work in small groups and provide them with a number of cleanliness issues to discuss e.g. how often should socks/t-shirts be changed? How often should you wash your hair? Ask each group to report back to the class using a spokesperson who will use the sentence stem. We think..., or Some of us think...

**Lesson 2 – part 2 objective:** To understand a range of ways illness and disease, e.g. colds, chickenpox, head lice, might be spread and how they are able to reduce this

**WILF:** say how germs might get into the body

Read the comic strip Dirty Bertie – Catch it, Bin it, Kill It to reinforce the important of good hygiene when you have a cold.

**Lesson 3 – part 1 Objective:** To understand the main stages of the human lifecycle: birth, baby, child, adolescent, adult, middle age, old age, death. (Also covered in Science human and animal lifecycle)

**WILF:** say some of the ways bodies are different at different ages

Recap from science topic - main stages of the human life cycle and what stage a named person is at in the human lifecycle

Review children's understanding of the names of body parts and use images people at different ages. ask small groups of children to allocate them to one of the different stages of the human life cycle: baby, child, adolescent, adult, middle age, old age.

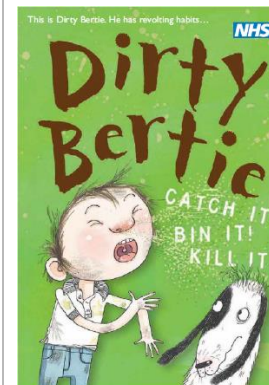
**Lesson 3 – part 2 Objective:** To investigate perceptions of being 'grown up'.

**WILF:** know that there might be different views of what 'grown up' means and say how they feel and how others might feel about growing up.

As a class, discuss with the children what they mean by being grown-up e.g. When are people grown-up? What makes each age group different? When are people old? When are they middle aged? When do you stop being a child?

Resource 4 - Body Part Labels

penis	testes*	testicles*
thorax	vagina	vulva
bottom	leg	anus
chest	scrotum	arm
nipple	breast	shoulder
toe	foot	elbow
finger	eyebrow	eyelash
wrist	lips	ear
nose	eye	mouth
hair	skin	shin
toenail	cheek	chin
palm	sole	ankle
back	calf	heel



<https://www.youtube.com/watch?v=UBpXmAD-WLo> Dirty Bertie picture book



Year 4	Summer 2	<p><b>Lesson 1:</b> To understand the main stages of the human lifecycle: <i>birth, baby, child, adolescent, adult, middle age, old age, death</i>. To investigate perceptions of being 'grown up'.</p> <p><b>WILF:</b> know that there might be different views of what 'grown up' means</p> <ul style="list-style-type: none"><li>• say how I feel and how others might feel about growing up</li><li>• state the main stages of the human life cycle</li><li>• say what stage a named person is at in the human lifecycle</li><li>• say some of the ways bodies are different at different ages</li></ul> <p>Ask the children to draw a line on a piece of paper and mark it with number line showing intervals of 5 years. Ask them to mark or draw birth, baby, child, adolescent/teenager, adult, middle age, old age and death on their time line. Discuss the differences between children's ideas and those elements which are not certain e.g. <i>death</i>. Ask the children to write the names of people they know along the line, showing which stage they think each person is in.</p> <p>As a class, discuss with the children what they mean by being grown-up. In Circle Time, ask the children to complete the sentence stem, <i>People are grown-up when...</i></p> <p>In Circle Time, ask the children to complete the sentence stem, <i>People are grown-up when...</i></p> <p><b>Lesson 2:</b> To consider their responsibilities and how these have changed and how they will change in the future.</p> <p><b>WILF:</b> explain what is meant by 'responsibility'</p> <ul style="list-style-type: none"><li>• understand that adults and children have different responsibilities</li><li>• know that these responsibilities vary from family to family</li><li>• state a responsibility I would like to take on next</li><li>• state possible feelings associated with responsibilities</li></ul> <p>Ask the children to think about the grown-ups in their lives and how they behave and the kind of things they do. Ask the children to make a list of 'grown-ups' responsibilities. ask the children to think about a new responsibility for which they feel they are ready and ask them to complete the sentence stem <i>A new responsibility I would like to have is... e.g. make my bed, say hello to lonely people in the playground,</i></p> <p>Read the story <b>Piggybook</b>. Stop the story and carry out a Circle of Feelings about how the mother is feeling as the members of her family all shout 'Hurry up with the meal'</p>	<p><a href="https://www.youtube.com/watch?v=PiaY2GQuuzA">https://www.youtube.com/watch?v=PiaY2GQuuzA</a> No Charge song</p> <p><a href="https://www.youtube.com/watch?v=t8_vZaer5lc">https://www.youtube.com/watch?v=t8_vZaer5lc</a> The Piggy book</p> <p><a href="https://www.youtube.com/watch?v=3nam3tN1VVQ">https://www.youtube.com/watch?v=3nam3tN1VVQ</a> My Mum</p> <p><a href="https://www.youtube.com/watch?v=3nam3tN1VVQ">https://www.youtube.com/watch?v=3nam3tN1VVQ</a> My Dad</p> <p><a href="https://www.youtube.com/watch?v=neF1aAdbOPg">https://www.youtube.com/watch?v=neF1aAdbOPg</a> Me and My Dad</p>
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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p><b>Lesson 3</b> To understand what they have learned and be able to share it with others. To consider the responsibilities that parents and carers have for babies and children.</p> <p>WILF: state some of the changes which have taken place since I was a baby</p> <ul style="list-style-type: none"><li>• state some things parents/carers need to do to look after babies</li><li>• share some ways in which parents/ carers are special</li></ul> <p>Ask the children to share information about themselves as babies and then direct the discussion into more general issues about babies <i>e.g. what they are like and what they do</i>. Ask the children to share information about themselves as babies and then direct the discussion into more general issues about babies <i>e.g. what they are like and what they do</i>,</p> <p>Share some books about how parents are special and look after their children <b><i>My Mum, My Dad, Me and My Dad</i></b>.</p> <p>Access the lyrics or song <b>No Charge</b>. Play the song or read the lyrics to the class. Ask pairs of children to discuss the main message of the song. Share some of these ideas.</p>	



<p>Year 5</p>	<p>Summer 2</p>	<p><b>Lesson 1 WALT:</b> identify the internal and external sexual parts, and use the correct terminology for them. <b>WILF:</b> I can identify internal and external sexual parts.</p> <ul style="list-style-type: none"><li>• I can describe the purpose of different parts.</li><li>• I understand the scientific vocabulary and who we can discuss our concerns with.</li></ul> <p>Identify children's prior knowledge. Children will label a blank diagram of a male and female body and draw on the differences they already know.</p> <p>Individually, the children will make two lists of words. The first list should include any words at all they know for female sexual parts. The second list should give any words they know for male sexual parts. Emphasise that the words can be any words they know. Once they have made their lists, the children will put a tick by any words they think a doctor might use (or scientific words). We will make it clear that there is nothing dirty or wrong to use scientific words for the body parts and that these can be discussed in safe places with appropriate adults.</p> <p><b>Activity 1:</b> Explain to the children that you are going to discuss the sexual organs of males and females that can be seen from outside the body. In groups, provide the children with diagrams of male and female external sexual organs and ask them to label the diagrams using words provided <i>e.g. foreskin, testicles, vulva, vagina</i>. As a class, discuss each of the organs and its functions. Allocate each group a different body part and ask them to decide on a short definition for that part.</p> <p><b>Activity 2:</b> Children will identify the internal parts in a male and female. After prior knowledge is assessed we will go through each part and explain their function. Children will then label a diagram.</p> <p><b>Lesson 2 WALT:</b> describe the physical changes that take place at puberty, why they happen and how to manage them. <b>WILF:</b> I can identify the key changes that take place during puberty. As a class, ask the children to think about all the ways that they have changed since they were babies. Ask the children to draw and write about these changes organising their responses into different categories <i>e.g. appearance, personality and what they can do now that they could not do before</i>. Discuss which changes we can do something about and which we cannot.</p> <p><b>Part 1:</b></p>	<p>Vocabulary –</p> <p>L1: Penis, testicle, scrotum, anus, pubic hair, opening to the urethra, outer labia, inner labia, clitoris, vulva, opening to the vagina, bladder, pubic bone, prostate gland, sperm duct, spine, fallopian tube, cervix, ovary, uterus, endometrium</p> <p>L2: puberty</p> <p>L3: hygiene, underarms, genitals, puberty, sweat glands, deodorants, anti-perspirants, spots</p> <p>L4: media, fashion, fashion designers, body image, positive self-image,</p> <p>Resources: Draw the difference sheet. Male and female external and internal parts labelling sheet.</p> <p>Resources – Resource 8 Male and Female Bodies Entering Puberty.</p> <ul style="list-style-type: none"><li>• <b>What's Happening to Me?</b> (boys and girls) for details about the physical changes at puberty which have an impact on personal hygiene.</li><li>• Resource 8 Male and Female Bodies entering puberty (in pack)</li><li>• <a href="https://www.youtube.com/watch?v=tFjRMThR0hs">https://www.youtube.com/watch?v=tFjRMThR0hs</a></li></ul>
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Year 5

Summer 2

In Circle Time, ask the children if they know about the sorts of changes that happen during puberty and make a list of their ideas *e.g. breasts begin to grow, hair gets greasy, sperm starts to be produced*. Give the children outlines of the male and female body. Use the resource 8 Male and Female Bodies Entering Puberty. In groups, ask the children to put arrows to all the places they can think of where changes at puberty take place for girls and boys. Ask the groups to share their responses with the rest of the class and add to the original list of changes. Provide each group with a set of cards with statements describing the physical differences between children who have not started puberty, people who have started puberty and adults who are fully grown. The children will be asked to decide whether the statement is true for a child, someone going through puberty or an adult.

Give each child a copy of Resource 11 Female Through Puberty and Resource 12 Male Through Puberty and ask them to label as many features of the body before, during and after puberty as they can. As a class, collect a list of changes which occur at puberty on the board, *e.g. hair starts to grow on your face, the body changes shape, sperm starts being produced, periods start*. Ask the children in groups, to organise the statements under the headings of 'It only happens to boys' 'It only happens to girls' 'It happens to both boys and girls.' Discuss each of the changes with the whole class.

**Part 2:**

Gather together a selection of different types of sanitary protection to show the children. Ask the groups to examine the products and discuss their purpose and effectiveness by giving the groups topics to discuss such as 'The advantages and disadvantages of the different ones', 'Absorbency', 'How best to carry them around'. Visit each group and support their discussions by reinforcing correct information and dispelling any myths about periods. Ensure that the children are aware of the school's facilities for accessing sanitary towels and tampons and helping girls to manage their periods in school.

**Lesson 3 WALT** To know about new aspects of personal hygiene relevant to puberty.

**WILF-** name personal hygiene products relevant to puberty

- name parts of the body which need to be washed every day during puberty

What do we already know about good hygiene?

What does good hygiene prevent?

In groups ask the children to discuss ways in which they can stop infections from spreading

Ask groups to join together to compare their lists and identify similarities and differences. Reassure the children that the body has its own defence system designed to fight infections and can be helped in a number of ways *e.g. eating a healthy diet, medicine, vaccinations*.

In groups ask the children to look at a range of items that have something to do with hygiene *e.g. detergents, razor, toothbrush, spot cream, sanitary towel, shampoo*. What is it? What is it used for? Is it

- Book "Hair in Funny Places"

Introduction

<https://vimeo.com/333077981>

Changes at puberty

<https://vimeo.com/333078053>

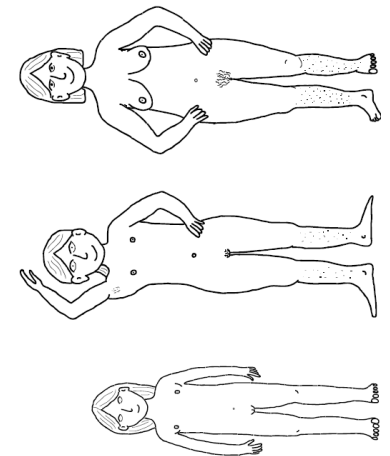
What Happens to boys?

<https://vimeo.com/333078100>

What Happens to girls?

<https://vimeo.com/333078258>

Resource 11 - Female through Puberty



Year 5

Summer 2

for male or female use or both? Is it for children or adults or both? Is it important to use or not? As a class discuss each item and gather feedback from each group.

Give each child a front-on outline image of a boy and girl. Use Resource 8 Male and Female Bodies Entering Puberty.

Ask the children to think about people who are going through puberty. Ask them to shade in the areas that need to be washed every day in one colour and those parts which need to be washed less frequently in another colour. Explain that during puberty certain places need washing more frequently e.g. underarms, genitals. Ensure that children know about deodorants and antiperspirants and explain the difference.

Move onto talk about spots. (Sensitivity needed for those with spots). Explain to children why spots are more likely to occur during puberty. Ask the children for ideas about how they can prevent spots. Ensure that ideas such as eat a healthy diet and wash regularly are included in their ideas.

**Lesson 4 WALT:** To understand how the media, families and friends can influence attitudes to their bodies.

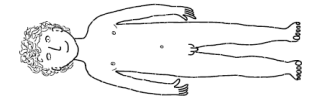
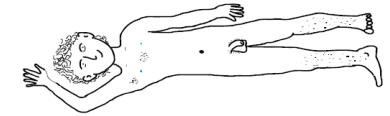
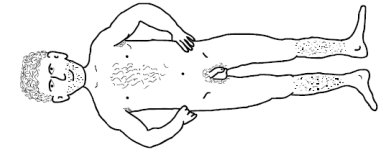
**WILF:** describe why I like a part of my body

- make a positive comment about someone else's appearance
- understand that making positive comments to people about their appearance can make them feel good
- understand that the media drives fashion
- understand that some people want to wear certain things or look certain ways to be like their friends

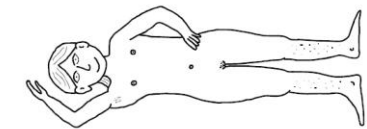
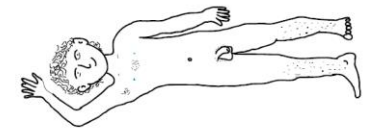
Ask the children what they think would happen in the rest of the school if the whole class decided to start a new fashion Consider whether other children would follow the fashion and why. Ask the children who begins fashions and trends, who promotes them and who follows them. Brainstorm ideas of why people want to follow fashions and how it makes them feel to be fashionable, Ask the children to talk in pairs about what can go wrong when people are too concerned about fashions and share ideas together. Ensure the message that the clothes we wear are not who we are. The most important thing is what we are like on the inside.

Explain that, as a class, you are going to think about the concept of body image. Describe body image as the way we see our bodies and the way we think other people see our bodies. Carefully prepare a story about a child who gets regular negative comments about the way they look, You should add in some more details of the day which are not negative.

Resource 12 - Male through Puberty



Resource 8 - Male and Female Bodies Entering Puberty



*e.g. Elsie gets ready for school and her brother says her t-shirt is too tight and she looks like a*



<b>Year 5</b>	<b>Summer 2</b>	<p><b>Activity:</b> Ask the children in groups to brainstorm all the things Elsie might be feeling at the end of the day. Ask them to list three groups of statements about Elsie, <i>i.e. how she sees herself, how she thinks other people see her and how other people really see her</i>. Discuss these ideas and emphasise that what other people say often has a big effect on how we see ourselves.</p> <p>Ask the children to think back over <i>Elsie's</i> story and decide which parts other people could have said differently and which parts other people should not have said at all. Discuss the children's ideas as a class and again emphasise that we should all try to be positive and say kind things to each other about how we look.</p> <p><b>Activity:</b> Give each child a piece of paper and ask them to write which part of their body they like best, <i>e.g. I like my legs best because they can climb trees really well</i>. Then ask them to write something they like about the bodies of people who sit on their table, <i>e.g. I like Simon's arms as they shoot great basket balls</i>. Ensure that the children do not share these comments by setting a calm quiet working environment for the task. Collect the children's papers and then, away from the lesson, collate the children's positive comments so that each child receives a copy of all the positive comments from other children in the class.</p>	<p><i>balloon. She pours her breakfast cereal and her dad says she'll get fatter if she eats too much sugary cereal. When she gets to school they are deciding who will take each part in the school play. Elsie wants to be a mermaid, but her teacher says she doesn't think that would be a good idea. Miss Jones doesn't say why it wouldn't be a good idea, but Elsie guesses it is about the costume being too small for her. She plays football at lunchtime and scores a great goal and everyone cheers. Finally it is sewing in the afternoon, and Elsie gets really cross and storms out because she can't thread the needle and blames this on her fingers being too fat.</i></p>
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Year 6

Summer 2

**Lesson 1 WALT:** To be able to recognise their changing emotions with friends and family and be able to express their feelings and concerns positively.

**WILF:** describe what I am looking forward to about being a teenager and an adult

- name something I am not looking forward to about being a teenager and an adult

Carry out the Draw and Write Exercise Me Now, Me Teen, Me Grown. Children are asked to draw and write about the emotions and responsibilities they associate with growing up.

In Circle Time, ask the children to complete the sentence stems, *One thing about growing up that I am looking forward to is...* and *One thing about growing up that I am not looking forward to is...* In groups, ask the children to create a Circle of Feelings which shows their positive and negative attitudes towards growing up. Share these attitudes as a class. Ensure that the children understand that it is possible for us to feel differently about things from one day to the next and to even experience contradictory feelings.

As a class, discuss how during puberty, as well as changing physically, boys and girls may start to think about new things and feel differently. Explain that puberty is a time when we start to experience strong and fluctuating feelings and that this is a normal part of growing up. Read **Hair in Funny Places** as a reminder about changing feelings. In groups, ask the children to think about how they may be changing emotionally and make a list of words which describe the new ways they may be feeling, e.g. *moody, more independent, worried, excited*. Ask the groups to share their ideas and encourage the children to think about whether they have experienced any of the thoughts or feelings. Explain that you are not going to ask them to reveal whether or not they have done so and that emotional development, like physical development, takes place at different times for different people.

**Lesson 2 WALT** To consider the need for trust and love in marriage and established relationships.

**WILF:-** show understanding that there are lots of different types of love

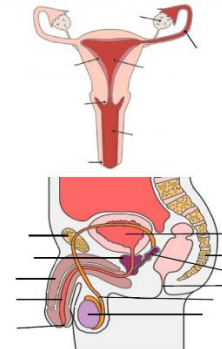
- describe examples of special ways that people who are 'in love' might behave
- describe ways that adults who are 'in love' might show their commitment to each other

In Circle Time, ask the children to complete the sentence stem, Love is... As a class ask the children if they know what love is and talk about the many different types of love a person may feel for special people e.g. family members, friends, pets, role models, girlfriends and boyfriends. In pairs or groups, ask the children to write a list poem called 'Love is..' which conveys all the different types of love people have for others and how love is given and shown. Encourage the children to share their poems with others.

Vocab  
Puberty  
Adolescence  
Feelings  
Emotions  
Changes  
Trust  
Relationship  
Being in love  
Commitment

Me now, me teenager sheet

Resource 1 - Male and Female Internal Organs



Testicle	Sperm Duct
Bladder	Spine
Pubic Bone	Anus
Prostate Gland	Scrotum



Year 6

Summer 2

As a class, ask the children to think about the phrase 'being in love...' and discuss how this type of love differs from other types of love, such as the love we have for our family and friends. In groups, ask the children to think about/imagine what it feels like for people who are 'in love' and make a list of words and phrases that can be used to describe the positive and negative aspects of being 'in love' e.g. *starry-eyed, content, happy, on top of the world, dumped, miserable, recovering*. Ask the groups to share their ideas with the rest of the class and discuss how 'being in love' provokes many different feelings and emotions that can sometimes be difficult to manage

In pairs, ask the children to make a list of ways that young people who are 'in love' behave towards one another e.g. *hold hands, spend time together, kiss*. Ask the pairs to share their ideas with the class. Guide the discussion so that you talk not only about the ways that people show their affection for one another physically, but also about other ways of showing affection e.g. *listening to each other, putting their interest first, compromising*.

As a class, discuss how adults who are in love show each other how much they care for one another. Encourage the children to think about how grown-ups express their love physically e.g. *kissing, cuddling, having sex*. Make a list of the ways that grownups can show commitment to each other on the IWB. e.g. *getting married, setting up home*. Discuss other ways that people who love one another show that they care for each other e.g. *looking after each other when they are ill; listening to each other's problems*.

Ensure that the children are aware that sexual activity is part of a loving relationship between adults, but not the only part of a loving relationship.

**Lesson 3 WALT:** To know about the facts of the human lifecycle, including sexual intercourse.

**WILF:** name sexual parts for males and females using scientific words

- describe the stages of fertilisation
- ask a question about sexual intercourse

Individually, ask the children to make two lists of words. The first list should include any words at all they know for female internal or external sexual parts. The second list should give any words they know for male internal or external sexual parts. Emphasise that the words can be any words they know. Once they have made their lists, ask the children to put a tick by any words they think a doctor might use (or scientific words). Ask them to put a line under words they think would be okay to use at school. Ask them to put a cross by any words they think must not be used in school. Once they have annotated their lists ask the children for any words which a doctor might use to describe male and female bodies and collect these together in a list on the interactive whiteboard, consolidating children's understanding of the functions of each named part. Explain that these are the words that you will be using in your topic. Keep the list to hand in a smart notebook file. Dispose carefully of any lists recorded on paper.

Penis
Urethra
Opening to Urethra

Endometrium

Vagina	Ovary
Fallopian tube	Uterus
Opening to vagina	Cervix

**Resource 3 - How a baby is made - Cards**

When a man and a woman decide to have a baby, they have sexual intercourse (called sex for short). This is how it happens.

A	The sperm travel into the Fallopian tubes.	F	The sperm travel into the woman's vagina.
B	After a while, sperm comes out of the man's penis in a liquid called semen.	G	The man slides his penis into the woman's vagina.
C	The ball of cells keeps dividing and growing. A baby is now developing.	H	The new cell divides and grows to make a little bundle of cells which travels down the Fallopian tube to the uterus.
D	The sperm travel through the cervix and into the uterus.	I	The little ball of cells attaches itself to the endometrium.
E	If there is an egg ready in one of the fallopian tubes, one sperm breaks through the outer skin of the egg.	J	The sperm and the egg fuse together and make a new cell that is a mixture of the mother and the father.

How babies are made?  
<https://vimeo.com/333078318>



<b>Year 6</b>	<b>Summer 2</b>	<p>Show them an unlabelled diagram of male and female internal sexual parts. Use Resource 1 Male and Female Internal Parts and ask them to use the diagram to jog their memories about the parts they can name and identify.</p> <p>Ask the children when they last learnt about the parts you have been thinking about and remind them it was when they were learning about puberty and the changes that will happen to their bodies as they get older. Ask them why their bodies change. What are their bodies getting ready for? Ensure that all the children understand that the reason our bodies go through puberty is to get them ready for reproducing/having babies when they are older. Explain that you are going to learn about how babies are made. You might ask children to raise their hands if they already think they know about how babies are made. Ask each child to write down how they think it happens, or perhaps talk in pairs. As they are writing or talking praise the children for being able to write or explain their ideas sensibly, however accurate or inaccurate they are.</p> <p>video How babies are made? <a href="https://vimeo.com/333078318">https://vimeo.com/333078318</a></p>	
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## Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"><li>• That families are important for children growing up because they can give love, security and stability</li><li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li><li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li><li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li><li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li><li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li></ul>
Caring friendships	<ul style="list-style-type: none"><li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li><li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li><li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li><li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li><li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li></ul>



TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"><li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li><li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li><li>• The conventions of courtesy and manners</li><li>• The importance of self-respect and how this links to their own happiness</li><li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li><li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li><li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li><li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li></ul>
Online relationships	<ul style="list-style-type: none"><li>• That people sometimes behave differently online, including by pretending to be someone they are not</li><li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li><li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li><li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li><li>• How information and data is shared and used online</li></ul>
Being safe	<ul style="list-style-type: none"><li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li><li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li><li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li><li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li><li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li><li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li><li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li><li>• Where to get advice e.g. family, school and/or other sources</li></ul>

### Appendix 3: Parent form: withdrawal from sex education within RSE

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. Eg: