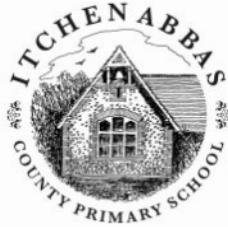
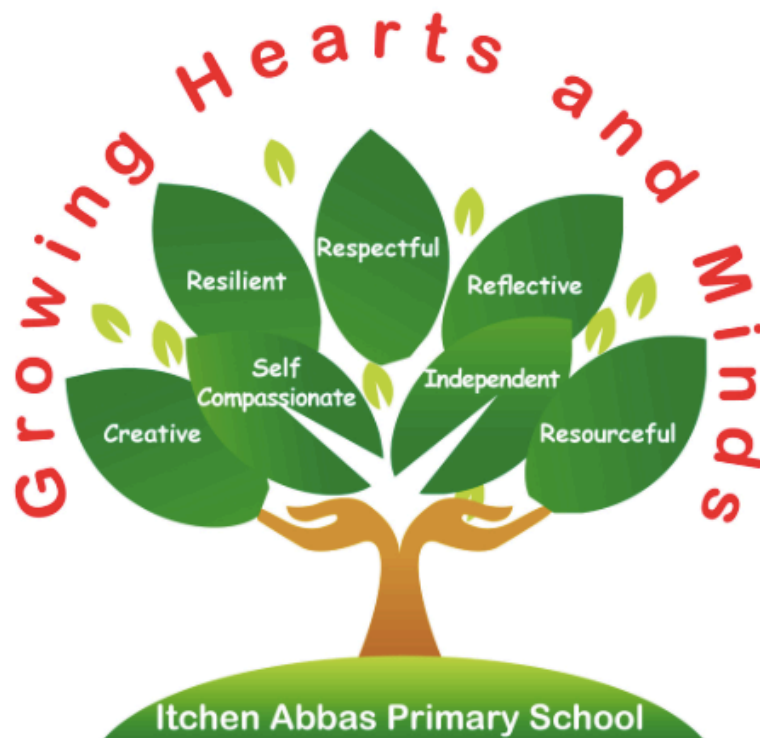


Relationships and Sex Education (RSE) policy



Itchen Abbas Primary School



Approved by:

Governors

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Rationale:

'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.' (Dfe RSE Guidance 2019)

Introduction:

At Itchen Abbas Primary School, RSE reflects the school's vision and values which demonstrate and teach the skills, knowledge and understanding pupils need to lead confident, healthy lives to become informed, active and responsible citizens. RSE is taught in the context of relationships and promotes self-esteem and emotional health and wellbeing to help children form healthy meaningful relationships, based on respect for themselves and for others. We believe that RSE must include information about physical, moral and emotional development and the school will ensure that pupils are given information appropriate to their age and stage of development.

1. Statutory requirements

From September 2020, it will be statutory for maintained schools to deliver Relationships Education in primary schools, and are encouraged by the Department of Education to deliver Sex Education that ensures that both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science - how a baby is conceived and born. Health Education, which will also be made statutory from 2020, covers the key facts about puberty and the changing adolescent body.

This policy has been written to ensure we are meeting the requirements of the National Curriculum 2014 for Science and the non-statutory framework for Personal Social and Health Education (PSHE) and Citizenship at Key Stages 1 and 2. This policy also takes into account the Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance issued by the DfE in 2019.

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

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

At Itchen Abbas Primary School we teach RSE as set out in this policy.



2. Policy development

This Policy is intended to be used as an outline to the guiding principles by which the staff of this school will teach Relationships and Sex Education (RSE).

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

1. Review – The PSHE lead pulled together all relevant information including relevant national and local guidance and produced the policy with the SLT
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations to develop and refine the policy
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy to discuss and help to refine the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE provision through pupil conferencing
5. Ratification – once amendments were made, the policy was shared with governors and ratified
6. Review- A working party including the PSHE lead and at least two of the following: teaching staff, LSA, governor or parent representative; will take part in the reviewing process each year
7. Additional – parent representatives will be invited to discuss the policy each year

3. 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 activities or lifestyles.



4. Aims

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

- Provide a framework in which sensitive discussions can take place
- Provide the knowledge and information to which all pupils are entitled at a level suitable to the children's age and/or maturity
- Clarify/ reinforce existing knowledge and dispel myths and rumour
- Raise pupil's self-esteem and confidence especially in their relationships with others
- Help pupils develop feelings of self-respect, confidence and empathy
- Develop skills in communication, resilience, decision making and assertiveness
- Create a positive culture around issues of sexuality and relationships
- Foster an understanding and acceptance that relationships can be formed in diverse and varied ways, for example; people of the same gender
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Respect and care for their bodies
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Reinforce and develop pupils' understanding of how to stay safe online
- Enable children to develop a growth mindset; having the self-confidence and positivity to enjoy being challenged and take risks in their learning

5. Curriculum

RSE can be found across statutory Relationships Education, National Curriculum Science and Health Education, as well as non-statutory Sex Education.

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

We have developed our 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.

The relationships, sex and health curriculums are taught within the wider umbrella of the PSHE curriculum and are delivered through six themes.

Themes

- Me and my relationships
- Valuing difference,
- Keeping myself safe,
- Rights and responsibilities,
- Being my best
- Growing and changing

(See The progression document for PSHE in Appendix 1)

EYFS and Birth to 5 Matters: Relationships education is central to much of early years provision. Developing characteristics of effective learning is at the heart of all Early Years teaching. The Early years Foundation Stage curriculum (EYFS) is split into seven areas including three prime areas is PSHE. The PSHE subject is further split in to three areas and these are: Making relationships, Self-confidence and self-awareness and finally managing feelings and behaviour.

Through the EYFS Curriculum children are taught to play co-operatively, taking turns with others, and learn to show sensitivity to others' needs and feelings. Children are shown how to form positive relationships with adults and other children and they talk about how they and others show their feelings.

Whilst learning about "Understanding the World", children learn that others do not always enjoy the same things and they are taught about similarities and differences between themselves and others, and among families, communities and traditions. Children make observations of animals and plants and explain why some things occur and talk about changes.

Sex education curriculum

We interpret sex education to mean **puberty, conception, reproduction and birth**. All of these themes, with the **exception of conception**, are **statutory** included in either Health Education or National Curriculum Science.

The sex education provided by the school will focus on:

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

The statutory guidance states that sex education should ensure children know how a baby is conceived. We interpret 'how a baby is conceived' as referring to what happens during sexual intercourse before an egg and sperm meet (reproduction). We therefore include sexual intercourse as well as IVF in our Year 6 programme.



Children in KS1 will learn the correct terminology for body parts. In Year 3, Menstruation education will begin and continued in Year 4, (how and when it is delivered remains subject to the discretion of the teacher depending on the needs of the children).

The **statutory** guidance states puberty should be covered in Health Education and should be addressed before onset so, as far as possible, pupils are prepared in advance for changes they will experience. Best practice states that **menstruation education** should be delivered to both boys and girls, as learning about menstruation is a concept of reproduction, as covered by the national curriculum science and fosters good relationships by breaking down the stigma of going through these changes leading to less bullying. The NHS states that girls as young as 8 years old start menstruating. Children turn 8 in Year 3, so it is a timely point for them to receive the information *before* the changes take place.

In Year 5 children learn about physical changes in the body, personal hygiene and relationships, including emotions and feelings- revisiting previous learning too. Lessons focus on the key questions: What are the differences between male and female bodies? How have our bodies changed since we were born? What is puberty? How does your body change? What are the reasons for this change? What is menstruation and why does it happen?

In Year 6 children will revisit the topics that were covered in year 5 regarding physical changes in the body. In addition, they will learn about healthy and loving relationships. Lessons focus on the key questions: How do our bodies work? How do we cope with changing emotions and relationships? What is a loving relationship? What is a sexual relationship? How is a baby conceived? What influences our body image?
(See Appendices 2&3 for a progression of RSE learning and key questions for each age range)

Appendix 5 illustrates the expected RSE learning outcomes by the end of Primary school set in the DFE RSE 2019 guidance.

We use Coram Life Education SCARF for the majority of our RSE and PSHE curriculum provision.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE), Computing and Physical Education (P.E.)- (See Appendix 4)

We deliver the curriculum as a spiral basis where each theme is addressed every two years to ensure a clear progression of learning (see our progression document Appendix 1). It was agreed to spend a whole term on each theme to ensure progression of learning within a mixed age class system and provide time to explore the different issues relating to this increased curriculum.

The Early Learning Goals are addressed through Birth to 5 Matters and Coram Life Education.



The theme 'Growing and Changing' contains much of the learning outcomes within the sex education curriculum. Because many aspects of sex education should be delivered at a specific age, teachers carefully plan additional lessons each year to ensure the correct curriculum is being taught at the correct time. This is carried out through stand-alone lessons and by splitting up the class into their distinct year groups (and sometimes gender) to teach specific lessons. Appendix 4 shows how science lessons link with the learning outcomes.

Should additional issues arise to meet specific needs of our pupils then parents will be consulted and informed of additional provision before its delivery.

In preparation for the delivery of these sex education lessons of a sensitive nature, teachers will:

- Prepare the children in advance by talking about the sort of things they will be doing.
- Make strict ground rules for the class or group to agree and adhere to.
- Send a letter to parents informing them of the content of the lessons.
- Invite parents to discuss any questions in person.
- Offer to share with parents the film footage you intend to use.
- Provide ways pupils can feel safe to ask questions eg a question box/ key person

Establishing Ground Rules for the class

It is imperative that all teachers work with pupils to establish clear ground rules before delivering an RSE lesson. **These are not the same as Classroom rules.**

Teachers and students feel safer and work more effectively if they have decided upon a set of ground rules. This helps to reduce anxiety and embarrassment but it also sets the tone for the programme of lessons, allowing everyone to participate if they wish. It also reduces the risk of unintended personal 'disclosure' from both students and teachers- it is not appropriate for a teacher to disclose personal details about their sex life or of people they know (though some teachers choose to be open about their sexuality.)

An example of a set of Ground Rules

We will be open -We can talk openly and honestly but we shouldn't talk about our own or others' personal/private lives.

We can discuss general situations as examples but must not use names or identifying descriptions.

The classroom is a safe space- We can feel safe discussing general issues relating to relationships and sex within this space. And we know that, as long as we are not at risk, our teachers will maintain a certain level of confidentiality. Outside of the classroom, we are aware that other people may feel uncomfortable with such discussions.

We will be nice and respectful- It's okay for us to disagree with another person's point of view but we will not judge, make fun of, or put down anybody.

We won't be forced to get involved -We'll always encourage everyone to get involved in the lesson but no-one will be forced to do anything they don't want to, and no-one will be put on the spot.

Remember, we are all different -We all have different identities, backgrounds and experiences so try to remember that during the lessons.

We will listen to others and share our points of view- Everyone has the right to share their point of view and it will be listened to.

We will try to use respectful language- Nobody should be intentionally disrespectful to others. If we use disrespectful language unknowingly, we will discuss this in class to help each other understand why it's disrespectful.

Asking questions- We know that there are no stupid questions. It's okay not to know everything and it's okay to get things wrong – even if you are the teacher.

Ground Rules for RSHE

- G** Giggling is okay!
- R** Respect what others say; no put-downs.
- O** Okay to pass on a question or activity if something feels too private.
- U** Understand others' feelings, be sensitive, listen and respect their differences.
- N** No personal questions or stories from pupils or teachers.
- D** Discuss puberty topics responsibly outside the classroom.
- R** Remember to ask questions if you are unsure about anything.
- U** Use the correct names for body parts - ask if you can't remember.
- L** Let the teacher know if you want to speak to them privately.
- E** Encourage others to participate and get involved.
- S** Speak for yourself; use 'I' statements and don't refer to others by name or by pointing.



All pupils have a right to access the information but how they access it is the responsibility of the teacher. Teachers will plan activities according to how individuals learn including any additional requirements such as SEND or EAL.

We recognise and respect pupils' different abilities, levels of maturity and personal circumstances; for example their own sexual orientation, gender identity, faith or culture (which may, depending on their age and maturity, not be something they have yet considered or may be 'emerging') or the sexual orientation, gender identity, faith or culture of their immediate family, close friends and wider community. We ensure that all young people have equal access to our RSE programme.

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).

Any visitors invited to deliver a lesson will have read the school's RSE policy and have a member of the teaching staff present.

Confidentiality

Legally, the school cannot offer or guarantee absolute confidentiality. Teachers conduct RSE lessons in a sensitive manner. However, if a child indicates that they may be or have been a victim of abuse then the teacher will automatically follow the school's Safeguarding procedures. (See the school's Safeguarding policy).

The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. (DfE RSE guidance 2019 p.30). The laws will be addressed under topics discussing marriage, gender identity and online safety.

7. Roles and responsibilities

7.1 The governing body

The governing body 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 components of RSE (see section 8).

7.3 Staff

Staff are responsible for:



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- 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 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.

Current Class teachers and PPA cover staff are responsible for teaching RSE.

7.4 Pupils

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

8. Parents' right to withdraw

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

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. This component is identified as **conception**- including intercourse and IVF addressed in Year 6.

Requests for withdrawal should be put in writing using the form found in **Appendix 6** 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 as part of their induction and it is included in our continuing professional development calendar.

The PSHE lead is responsible for disseminating any new information and sharing online training resources for staff.

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

10. Monitoring arrangements

The delivery of RSE is monitored by Sarah Parsons, PSHE lead and overseen by the headteacher.

Monitoring arrangements:

The teaching staff are encouraged to use the Assessment for learning tools provided by Coram Life Education SCARF materials to monitor pupil's development in RSE.



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The PSHE lead will monitor by: Book looks, learning walks, observing lessons, questionnaires, pupil interviews and analysing the school's progression and assessment documents.

This policy will be reviewed by Sarah Parsons, PSHE subject lead annually with a working party consisting of at least two other members from: a governor, a parent, a teacher or an LSA.

At every review, the policy will be approved by the headteacher and a representative from the governing body.

This Policy should be read with the following policies:

- Safeguarding policy
- Equality policy
- SEN policy
- Child protection policy
- Curriculum policy

Supporting resources:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf

https://www.coram.org.uk/how-we-do-it/coram-life-education?gclid=Cj0KCQjwIN32BRCCARIsADZ-J4sESJderrZARVjACaGtUSZzivmhIkCjH_6aLCFgVxjLIEHMfKf3_qIaAulvEALw_wcB

<https://schoolleaders.thekeysupport.com/curriculum-and-learning/primary/curriculum-primary/pshe-resources-primary/>

<https://www.pshe-association.org.uk/curriculum-and-resources/curriculum>

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe>

<https://www.gov.uk/government/publications/citizenship-programmes-of-study-for-key-stages-1-and-2>

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study>



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Appendix 1: PSHE Curriculum map



Progression and Assessment in PSHE

Squirrels						
Domains	Me and My Relationships A	Keeping Myself Safe A	Valuing Difference A	Being My Best B	Growing and Changing B	Rights and Responsibilities B
By the end of Year R	<p>ELG: (adapt as appropriate for your subject)</p> <p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>(Exceeding- see Emerging statements for Y1)</p>	<p>ELG: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p>(Exceeding- see Emerging statements for Y1)</p>	<p>ELG: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>(Exceeding- see Emerging statements for Y1)</p>	<p>ELG: Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>(Exceeding- see Emerging statements for Y1)</p>	<p>ELG: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>(Exceeding- see Emerging statements for Y1)</p>	<p>ELG: Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>(Exceeding- see Emerging statements for Y1)</p>
Squirrels Cycles A & B	<p>I can name a variety of different feelings and explain how these might make me behave.</p> <p>I can think of some different ways of dealing with 'not so good' feelings.</p> <p>I know when I need help</p>	<p>I can say what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad - talk to someone).</p> <p>I can give examples of how I keep myself healthy.</p> <p>I can say when medicines</p>	<p>I can say ways in which people are similar as well as different.</p> <p>I can say why things sometimes seem unfair, even if they are not.</p>	<p>I can name a few different ideas of what I can do if I find something difficult.</p> <p>I can say why certain foods are healthy and why it's important to eat at least five portions of</p>	<p>I can identify an adult I can talk to at both home and school. If I need help.</p> <p>I can tell you some things I can do now that I couldn't do when I was a toddler.</p> <p>I can tell you what some of my body parts do.</p>	<p>I can give some examples of how I look after myself and my environment- at school or at home.</p> <p>I can also say some ways that we look after money.</p>



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and who to go to for help. I can tell you some different classroom rules.	might be harmful (e.g. overdose, if not needed, another person's medicine, etc.)		vegetables/fruit a day.		
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Hedgehogs						
Domains	Me and My Relationships A	Keeping Myself Safe A	A Valuing Difference A	Being My Best B	Growing and Changing B	Rights and Responsibilities B
Hedgehogs Cycles A & B	<p>I can usually accept the views of others and understand that we don't always agree with each other.</p> <p>I can give you lots of ideas about what I do to be a good friend and tell you some different ideas for how I make up with a friend if we've fallen out.</p>	<p>I can say what I could do to make a situation less risky or not risky at all.</p> <p>I can say why medicines can be helpful or harmful.</p> <p>I can tell you a few things about keeping my personal details safe online. I can explain why information I see online might not always be true.</p>	<p>I can give examples of different community groups and what is good about having different groups.</p> <p>I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.</p>	<p>I can give a few examples of things that I can take responsibility for in relation to my healthy lifestyle and give an example of something that I've done which shows this.</p> <p>I can explain and give an example of a skill or talent that I've developed and the goal-setting that I've already done (or plan to do) in order to improve it.</p>	<p>I can name a few things that make a positive relationship and some things that make a negative relationship.</p> <p>I can tell you what happens to the woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away.</p> <p>I can identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable.</p>	<p>I can say some ways of checking whether something is a fact or just an opinion.</p> <p>I can say how I can help the people who help me, and how I can do this. I can give an example of this.</p> <p>I can give a few examples of things that I can take responsibility for in relation to my healthy lifestyle and give an example of something that I've done which shows this.</p>



Otters						
Domains	Me and My Relationships A	Keeping Myself Safe A	Valuing Difference A	Being My Best B	Growing and Changing B	Rights and Responsibilities B
Otters Cycles A & B	<p>I can give a range of examples of our emotional needs and explain why they are important.</p> <p>I can explain why these qualities are important.</p> <p>I can give a few examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills.</p>	<p>I can give examples of things that might influence a person to take risks online. I can explain that I have a choice.</p> <p>I can say the percentage of people aged 11-15 years old that smoke in the UK (3%) and I can give reasons why some people think it's a lot more than this.</p>	<p>I can give examples of different faiths and cultures and positive things about having these differences.</p> <p>I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.</p>	<p>I can give an example of when I have had increased independence and how that has also helped me to show responsibility.</p> <p>I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.</p>	<p>I can explain what resilience is and how it can be developed.</p> <p>I can list ways that I can prepare for changes (e.g. to get the facts, talk to someone).</p> <p>I am able to identify when I need help and can identify trusted adults in my life who can help me.</p>	<p>I can give examples of some of the rights and related responsibilities I have as I grow older, at home and school. I can also give real examples of each that relate to me.</p> <p>I can give a few different examples of things that I am responsible for to keep myself healthy.</p> <p>I can explain that local councils have to make decisions about how money is spent on things we need in the community.</p> <p>I can also give examples of some of the things they have allocated money for.</p>



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Foxes						
Domains	Me and My Relationships	Keeping Myself Safe	Valuing Difference	Being My Best	Growing and Changing	Rights and Responsibilities
By the end of Year 6	<p>I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.</p> <p>I can give examples of negotiation and compromise.</p> <p>I can explain what inappropriate touch is and give example.</p>	<p>I can explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met.</p> <p>I can explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this.</p> <p>I can explain why some people believe that more young people drink alcohol than actually do (misperceive the norm).</p>	<p>I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.</p> <p>I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.</p>	<p>I can tell you how I can overcome problems and challenges on the way to achieving my goals.</p> <p>I can give examples of an emotional risk and a physical risk.</p>	<p>I can give an example of a secret that should be shared with a trusted adult.</p> <p>I can tell you some emotional changes associated with 'puberty' and how people may feel when their bodies change.</p> <p>I can give examples of other ways in which the way a person feels about themselves can be affected (e.g. images of celebrities).</p>	<p>I can explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how a person feels about themselves.</p> <p>I can explain that what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way.</p> <p>I can explain the advantages and disadvantages of different ways of saving money.</p>



Appendix 2: The progression of RSE and Health education

A guide to the progression of issues explored through RSE and Health education

The table below indicates when certain topics relating to RSE and Health education will be addressed.

Ages 3-6		At this age children are interested in the differences between boys and girls, naming body parts, where babies come from, and friends and family. What areas of the body are private and should not be touched and who they can talk to if they are worried are also important.
Ages 7-8		At this age children are interested in the changing nature of friendships, the emotional and physical changes of growing up, similarities and differences between boys and girls, coping with strong emotions and how babies are made from eggs and sperm. How to look after our bodies and how to be safe and healthy are also important. Puberty/ Menstruation education begins.
Ages 9-10		At this age children are interested in knowing about love and the different kinds of families, they will be curious about puberty and sexual feelings and changing body image. They will want more details about conception, how babies develop and are born and why families are important for having babies. *They may be interested in knowing about how people can get diseases including HIV, from sex and how they can be prevented. They may also want to know who they can talk to if they want help or advice and information about puberty and sex.
Ages 11-13		At this age most young people will be entering puberty and will be interested in hormones, how they will be affected by them, the menstrual cycle, wet dreams, erections, fertility, pregnancy - how it can be avoided, and safer sex. They may also be wondering if their physical development is 'normal'. They will want to know about the difference between sexual attraction and love and whether it is normal to be attracted or in love with someone of the same gender. Young people will be asking questions about relationships, when is the right time to have sex, how to avoid pressure and where they can get more information if they need it, including the best websites, confidential services etc.

*It is our policy not to teach contraception methods and sexually contagious diseases such as HIV unless a specific need exists.



Appendix 3: Examples of questions that will be explored in school and which parents can explore at home with their children

The list of questions links to science and health education and personal safety.

Questions referring to relationships, friendships and personal identity will also be explored. This list can be provided on request.

Ages 3-6yrs

- Why are girls' and boys' bodies different?
- What do we call the different parts of girls' and boys' bodies?
- Where do babies come from?
- How much have I changed since I was a baby?
- How are other children similar and different to me?
- Which parts of my body are private?
- When is it OK to let someone touch me?
- How can I say 'no' if I don't want someone to touch me? Who should I tell if someone wants to touch my private parts?
- Who can I ask if I need to know something?
- Who can I go to if I am worried about something?

Ages 7-8yrs

- How has my body changed since I was a baby?
- Why is my body changing?
- Why are some children growing quicker than others?

- Why are some girls in my class taller than the boys?
- How do girls and boys grow differently?
- Why are we all different? Is it ok to be different?
- What are similarities and differences between boys and girls?
- Should boys and girls behave differently?
- What are good habits for looking after my growing body?
- What do I do if someone wants me to do something dangerous, wrong or makes me feel uncomfortable?
- When is it good or bad to keep secrets?



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- Why does having a baby need a male and a female?
- What are eggs and sperm?
- How do different animals have babies?
- How do different animals look after their babies before and after birth?
- What happens when people get older?
- Where can I find information about growing up?

Y4

- How will my body and emotions change as I approach and move through puberty?
- Why are girls' and boys' bodies different?
- Which parts of my body are private?
- What kind of physical contact is unacceptable and how should I respond?
- How can I say 'no' to someone without hurting their feelings?
- Who can I talk to if I want help and advice, or am worried about someone else?

Y5

- How will my body and emotions change as I approach and move through puberty?
- Why are girls' and boys' bodies different?
- How do I feel about growing up and changing?
- Which parts of my body are private?
- What kind of physical contact is unacceptable and how should I respond?
- How can I say 'no' to someone and keep myself safe but without hurting their feelings?
- What are personal boundaries?
- Who can I talk to if I feel uncomfortable, or if someone isn't respecting my personal boundaries?
- Who can I talk to if I want help and advice or am worried about someone else?

Y6

- How can I keep safe online?
- Why do I need to protect personal information including passwords, addresses and photos of myself and others online?
- How can I manage any requests for photos of myself or peers I may receive?
- What is and is not appropriate to ask for or share online?
- Who can I talk to if I feel uncomfortable or are concerned by such a request?
- What are personal boundaries?
- Who can I talk to if I feel uncomfortable or if someone isn't respecting my personal boundaries?
- What is personal and private information?
- What kind of physical contact is unacceptable and how should I respond?
- How will my body and emotions change as they approach and move through puberty?



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- How do I feel about growing up and changing?
- How do humans reproduce?
- Can people of the same sex love each other? Is this ok?
- What do I do if someone wants me to do something I know is wrong or makes me feel uncomfortable?
- How can I say 'no' to someone and keep myself safe but without hurting their feelings?
- Who can I talk to if I want help and advice or am worried about someone else?

Appropriate questions that arise from the children during the workshops will be answered honestly, factually and in the context of safe, supportive, loving, and caring relationships. Each pupil's privacy will be respected, and no one will be asked to reveal personal information. All resources that will be used have been reviewed by the school for their suitability and tailored to suit our children's needs.



Appendix 4: RSE links with Science, PE, Computing and RE end of year learning outcomes.

	Science- Animals including humans	P.E.	Computing- Online safety and Digital Literacy	RE- The Living Difference III
Reception	Early Learning Goal: They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.	Early Learning Goal: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.	<ul style="list-style-type: none"> Know that they should always ask a responsible adult if they want to use a device. 	
Y1	<ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense 		<ul style="list-style-type: none"> Know that they should always ask a responsible adult if they want to use a device. 	They can evaluate human experience of the concept by talking about it in simple terms and its importance to people living a religious life, and by identifying an issue raised.
Y2	<ul style="list-style-type: none"> Notice that animals, including humans have offspring which grow into adults Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene Identify that humans and some other animals have skeletons and muscles for support, protection and movement Identify that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food – they get nutrition from what they eat. (takes place in Y2 or 3 depending on cycle) 	<ul style="list-style-type: none"> I can lead others in small games situations 	<ul style="list-style-type: none"> Know devices that enable direct communication between people through images and text. Know what personal information is and that they should never share this with anyone they don't know. Know that they should tell a trusted adult if they are upset or worried about anything on a device. 	They can evaluate the human experience of the concepts studied by describing in simple terms their value to people who are religious and by dialoguing with others recognise an issue raised. (Including 'because')



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<p>Y3</p>	<ul style="list-style-type: none"> • Notice that animals, including humans have offspring which grow into adults • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene • Identify that humans and some other animals have skeletons and muscles for support, protection and movement • Identify that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food – they get nutrition from what they eat. 	<ul style="list-style-type: none"> • I can compete with others • I can pass to teammates when appropriate. 	<ul style="list-style-type: none"> • Know that some people are the internet should not be trusted • Know that concerns about what they see on- line should be reported to a trusted adult • Use a simple password • Use a Search engine to find information given key words • Know which websites are useful • Know how to log in and out of websites used at school 	<p>As for Year 4 for but add 'Beginning to...'</p>
<p>Y4</p>	<ul style="list-style-type: none"> • Describe changes as humans grow to old age • Describe the differences in the • life cycles of a mammal, an amphibian, an insect and a bird. • Describe the life processes of reproduction in some plants and animals <p>(Takes place in either Y4 or 5 depending on cycle)</p>	<ul style="list-style-type: none"> • I can support others. • I can show resilience when a plan does not work. • I can lead a team effectively 	<ul style="list-style-type: none"> • Know that pictures and text share on-line can end up with strangers • Reliably know what to do if they are exposed to unpleasant materials on any device • Reliably uses a more complex password to access resources. • Know what the key words are to enter into a Search engine to find information they want. • Can select useful websites from the results of a search. 	<p>They can evaluate human experience of the concepts by describing their value to people and through dialoguing with others can recognise, identify and describe some issues raised.</p>
<p>Y5</p>	<ul style="list-style-type: none"> • Describe changes as humans grow to old age • Describe the differences in the • life cycles of a mammal, an amphibian, an insect and a bird. • Describe the life processes of reproduction in some plants and animals <p>(Takes place in either Y4 or 5 depending on cycle)</p>	<ul style="list-style-type: none"> • I can support others/ I can seek support when I need it. • I can lead a team, work with others or work alone. • I am a fair and supportive player. 	<ul style="list-style-type: none"> • Know the risks posed to them by using Social Media, including understanding that people may not be who they say they are. • Know that it is irresponsible to share images of friends on-line without their permission. • Know how to report concerns on-line. • Effectively use a search engine to find multiple criteria using AND/OR to refine searches • Know how to compare information from different websites and know that some sites may show bias 	<p>As Y6 but add 'Beginning to...'</p>



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<p>Y6</p>	<p>Topic: Evolution and inheritance</p> <ul style="list-style-type: none"> Recognise that living things produce offspring, but normally offspring vary and are not identical to their parents 	<ul style="list-style-type: none"> I can identify possible risks and think of ways to manage them. I ask for and listen to expert advice. I embrace leadership and team roles. I can gain the commitment and respect of my team. I remain positive even in the most challenging of circumstance. I seek support from the team and experts if in any doubt. 	<ul style="list-style-type: none"> Know how to reduce the risks posed by using Social Media by managing their friends lists and privacy settings. Know that it is illegal to post or view 'rude' images of children. Know that hacking or misusing someone else's account is illegal. Know that search results can be manipulated by sponsorship and advertising. Know how to validate information found through searches by checking more than one source. Know that some news is 'fake.' 	<p>They can evaluate the concepts by explaining their value to people living a religious life by drawing on examples. Dialoguing with other children will enable them to discern for themselves and so identify and describe in increasingly complex ways some of the issues they raise.</p>
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Appendix 5: 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"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives • That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed



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

Appendix 6: 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	<p>Include notes from discussions with parents and agreed actions taken.</p> <p>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</p>