



# Relationships and Sex Education Policy (RSE)

**From 2020**

**Willow Primary School**

<b>Approved by:</b>	Willow Primary School Governing body	<b>Date:</b> 12.11.21
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### **Appendix 1: Curriculum map including each year groups overviews**

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## **I. Aims**

This policy covers our school's approach to Relationships and Sex Education (RSE). The policy will be available to parents through the school website. A paper copy can be made available by written request. At Willow Primary School, we are committed to promoting a safe and healthy lifestyle. Relationships and Sex Education is not regarded as a subject in its own right, but it is part of a carefully planned element in PSHCE and Citizenship Education. Effective Relationships and Sex Education needs to be taught in an atmosphere of trust, responsibility and respect where sensitive issues can be discussed without embarrassment or threat.

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

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

## 2. Statutory Requirements

### **DFE POLICY STATEMENT: RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION, AND PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION March 2017**

Given the increasing concerns around child sexual abuse and exploitation and the growing risks associated with growing up in a digital world, there is a particularly compelling case to act in relation to pupil safety. That is why the amendment places a duty now on the Secretary of State to make Relationships Education and RSE statutory through regulations. This approach will allow us time to properly and thoroughly engage with a wide range of interests and expertise. The outcomes of this engagement will then feed into the development of both the regulations making the subjects statutory, and the guidance that will support schools in delivering high quality Relationships Education and RSE.

### **The new statutory guidance (from 2020)**

Relationships and Sex Education has been made statutory by the Government.

#### **Statutory consists of the following elements at primary level:**

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Being safe
- Sex Education (non-statutory)

**Parents have the right to withdraw their child from Sex Education although we do recommend that all children experience this education as part of their personal development.**

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#). We are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum. In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#). At Willow Primary School we teach RSE as set out in this policy.

**Should you like to see the guidance from the government please visit:**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education.p  
df](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)

### 3. Definition

At Willow Primary School, we teach sex education that is in addition to what is covered in the science curriculum. We use the primary scheme of work 'You, Me and PSHCE' to support the planning and teaching of Relationships and Sex Education.

We also use the Big Talk Education 'Growing Up Safe Programme' which was a finalist for the Children and Young People Now 2018 Safeguarding award. The Whole School Approach involves a specialist team of facilitators who visit school each year and work with pupils, parents and school staff. This high quality, age appropriate RSE programme is designed to keep children safe, healthy and happy.

- 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.

### 4. Curriculum

We have developed the curriculum 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 age appropriate manner so they are fully informed and don't seek answers online.

#### **Primary sex education at our school will focus on:**

- Sexual difference and naming body parts
- Preparing boys and girls for the changes that adolescence brings
- Exploring the impact of puberty on the body and the importance of physical hygiene
- Understanding that menstruation and wet dreams are a normal part of growing up
- How a baby is conceived and born, considered in the context of relationships
- Answering each other's questions about sex and relationships with confidence and knowing where to find support and advice

### 5. Delivery of RSE

We provide PSHE and Citizenship education through our PSHCE Curriculum. Our PSHCE teaching is adapted from a scheme called You, Me and PSHE. Our curriculum map gradually expands and enriches key concepts, increases knowledge, deepens understanding, and rehearses and develops key skills through a thematic approach.

**For more information about our curriculum including each year groups overviews, please see our curriculum map in Appendix I.**

As part of RSE, pupils will be taught about the nature and importance of marriage for family life and bringing up children. They also need to understand that there are strong and mutually supportive relationships outside of marriage. Either of these can include heterosexual or same-sex relationships. We ensure that no stigma is placed on children based on their home circumstances. We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. We hope to prevent and remove prejudice. RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We will work towards this aim in partnership with parents and carers.

We carry out the main RSE curriculum in PSHE lessons (see appendix A for further details), however we also teach RSE through other subject areas e.g. Science, PE and RE, where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with RE, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. Linked with PE, children learn about healthy lifestyles and the importance of exercise.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life, including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children. RSE is taught within the personal, social, health and economic (PSHCE) 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 delivered by a trained health professional.

## **Teaching and Learning including delivery of the RSE curriculum**

In Key Stage 2 (years 3 - 6) we acknowledge that many children will begin to experience puberty at this age. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. We encourage the children to ask for help if they need it and there are opportunities for single-sex question sessions. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, and what menstruation is and how it affects women. We always teach this with due regard for the emotional development of the children.

## **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

## **Science Curriculum**

Early Years Foundation Stage children learn about life cycles as well as watching chicks hatch. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

### **In Key Stage 1 (yrs 1 – 2) children learn:**

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

### **In Key Stage 2 (yrs 3 – 6) children learn:**

- To 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
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement
- To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple functions
- To describe the life process of reproduction in some plants and animals
- To describe the changes as humans develop to old age
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- To describe the way nutrients and water are transported within animals, including humans
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

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).

## 6. Roles and responsibilities

### 6.1 The governing body

The governing body has delegated the approval of this policy to the Children and Learning Committee.

### 6.2 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.

#### The headteacher also:

- Ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- Monitors this policy on a regular basis and reports to governors on the effectiveness of the policy

### 6.3 Staff

All staff are responsible for:

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

Class teachers are responsible for teaching RSE at Willow Primary School.

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions. Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

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. Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date.

Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

## **6.4 Pupils**

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

## **6.5 Parents**

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation. In promoting this objective we:

- Inform parents about the school's RSE policy and practice; this includes informing parents by letter or email before beginning to teach a unit of RSE
- Answer any questions that parents may have about the RSE of their child; this includes providing opportunities for parents to view the resources that are used in lessons
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school
- Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. However, this rarely happens as, by working in partnership with parents, they recognise the importance of this aspect of their child's education
- A register of any pupils who are removed from lessons will be kept and distributed to all teachers involved

## **7. Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationships education as it is statutory. However, parents do have the right to withdraw their children from the non-statutory components of sex education within RSE. Alternative work will be given to pupils who are withdrawn from sex education and that child will go to another class for the duration of the lesson.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from. Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher.

## **8. 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.

## **9. Confidentiality**

Teachers conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as outlined in the Child Protection and Safeguarding Policy.

Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or exploitation. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection or the headteacher as a matter of urgency. Disclosure of female genital mutilation must be reported to the police (either by the teacher to whom it is disclosed or by the DSL).

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, pupils are informed first and then supported by the designated teacher throughout the whole process.

## **10. Special Educational Needs**

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

## **11. Equal Opportunities**

RSE will be given to ensure quality of access for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

## **12. Complaints Procedure**

Any complaints or concerns about the Relationships and Sex Education programme should be made to the class teacher in the first instance. Parents can choose to follow the Willow complaints procedure if they feel things are not resolved.

## **13. Monitoring arrangements**

The delivery of RSE is monitored by SLT through, for example, planning scrutinies, learning walks and lesson observations. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Laura Pownall (Personal Development and Social, Moral Spiritual and Cultural Education Leader & PSHCE Subject Champion) annually. At every review, the policy will be approved by the staff, governing body and the parents or carers.

**Please see below a useful document produced by the government, which provides answers to frequently asked questions:** <https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-andhealth-education-faqs>

## Appendix I

### Willow Primary PSHE whole School Curriculum Map 2020-2021

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Core themes</b>	<b>All different, all equal</b>	<b>Keeping safe</b>	<b>Healthy body</b>		<b>Healthy mind</b>	<b>Y2, Y4, Y6 - Changes</b>
<b>Whole school</b>						<b>Y1, Y3, Y5 - Careers and enterprise</b>
<b>Events</b>	<ul style="list-style-type: none"> <li>Black History Month</li> <li>Down Syndrome awareness</li> <li>United Nations Day</li> <li>World Mental Health Day</li> </ul>	<ul style="list-style-type: none"> <li>Anti-bullying Week</li> <li>Disability History Month</li> <li>Remembrance Sunday</li> <li>Bonfire Night</li> <li>Children in Need</li> <li>Christmas</li> </ul>	<ul style="list-style-type: none"> <li>LGBT History Month</li> <li>New Year's Resolutions</li> <li>Martin Luther King Day</li> <li>Mother's day</li> </ul>	<ul style="list-style-type: none"> <li>World Book Day</li> <li>Sport/Comic Relief awareness Week</li> <li>Autism/SEN awareness Week</li> </ul>	<ul style="list-style-type: none"> <li>Walk to School Week</li> <li>FA Cup Final</li> <li>Day (April)</li> <li>Mental Health Awareness Week</li> <li>St George's Day</li> <li>Ramadan</li> </ul>	<ul style="list-style-type: none"> <li>Gypsy Roma Traveler History Month</li> <li>Sports Day</li> <li>Father's day</li> <li>Big talk SRE education</li> <li>Whole school enterprise project</li> </ul>
<b>Enrichment</b>		Friendship and respect week (anti-bullying)	Heritage and community	Staying safe week		ASPIRE/careers week
<b>Reception</b>	<b>Early year's curriculum</b> Making relationships Managing feelings and behaviour Self-confidence and self-awareness PD – Health and Self-care					
	<b>Making Friendships</b> <ul style="list-style-type: none"> <li>Pupils learn to recognise and demonstrate friendly behaviour.</li> <li>Pupils learn to listen to others and answer questions appropriately (beginning to use skills such as my turn / your turn)</li> </ul>	<b>Self-confidence and awareness</b> <ul style="list-style-type: none"> <li>Pupils use mannerisms and vocabulary to communicate feelings with adults and peers.</li> </ul>	<b>Making relationships</b> <ul style="list-style-type: none"> <li>Pupils learn how to collaborate and communicate.</li> </ul>	<b>Making relationships</b> <ul style="list-style-type: none"> <li>Pupils learn to describe a peer's likes and dislikes.</li> </ul>	<b>Making relationships</b> <ul style="list-style-type: none"> <li>Pupils describe a peer's likes and dislikes.</li> <li>Pupils explain own knowledge and understanding, and asks appropriate questions of others.</li> <li>Pupils learn to play co-operatively, taking turns with others.</li> <li>Pupils learn to show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</li> </ul>	

	<p><b>Self-confidence and awareness</b></p> <ul style="list-style-type: none"> <li>Pupils learn to use mannerisms and vocabulary to communicate with adults and peers.</li> <li>Pupils learn how to take part in circle time.</li> </ul> <p><b>Managing feelings and behaviour</b></p> <ul style="list-style-type: none"> <li>Pupils learn about school values and rules (ASPIRE/Super Learning Powers)</li> <li>Pupils learn about the importance of taking turns.</li> <li>Pupils learn to show feelings using vocabulary and resources.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils learn to take part in circle time and understand the importance of taking turns.</li> <li>Pupils learn how to show feelings using vocabulary and resources.</li> </ul> <p><b>Self-confidence and awareness</b></p> <ul style="list-style-type: none"> <li>Pupils learn to describe self in positive terms and talk about abilities.</li> </ul> <p><b>Managing feelings and behaviour</b></p> <ul style="list-style-type: none"> <li>Pupils become aware of own feelings, and know that some actions and words can hurt other's feelings.</li> <li>Pupils understand that actions can hurt other's feelings.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils learn about taking turns and sharing.</li> </ul> <p><b>Self-confidence and awareness</b></p> <ul style="list-style-type: none"> <li>Pupils learn about responsibilities in the classroom and in school.</li> <li>Pupils learn to share interests and opinions.</li> </ul> <p><b>Managing feelings and behaviour</b></p> <ul style="list-style-type: none"> <li>Pupils learn how to share resources.</li> <li>Pupils learn to negotiate and solve problems without conflict and aggression.</li> </ul>	<p><b>Self-confidence and awareness</b></p> <ul style="list-style-type: none"> <li>Pupils learn to take part in a story circle.</li> <li>To share a plan with peers.</li> </ul> <p><b>Managing feelings and behaviour</b></p> <ul style="list-style-type: none"> <li>Pupils talk about how they and others show their feelings</li> <li>Pupils talk about their own and others' behaviour, and its consequences, and know that some behaviour is acceptable.</li> <li>Pupils will work as part of a group or class, and understand and follow rules.</li> <li>Pupils learn to adjust their behaviour to different situations, and take changes of routines in their stride.</li> </ul>	<p><b>Self-confidence and awareness</b></p> <ul style="list-style-type: none"> <li>Pupils learn about interactions and responsibilities</li> <li>Pupils develop the skill of discussing and reviewing learning</li> <li>Pupils will describe their feelings about moving to year 1.</li> </ul> <p><b>Managing feelings and behaviour</b></p> <ul style="list-style-type: none"> <li>Pupils learn about responsibilities and expectations within friendships.</li> <li>Pupils continue to learn about sharing and why it is important.</li> <li>Pupils learn to problem solve, taking account of each other's ideas.</li> <li>Pupils understand why needs cannot always be immediately met.</li> </ul> <p><b>Changes GAP focus</b></p> <p><b>Big Talk – Relationship and Sex Education, Keeping Safe, Healthy and Happy</b></p> <ul style="list-style-type: none"> <li>Boys and girls</li> <li>Naming body parts</li> <li>Correct scientific words</li> <li>Private areas of the body</li> <li>Good touches and bad touches</li> </ul>	
<b>Year 1</b>	<p><b>Core theme: All different, all equal</b></p> <p><b>Identity, society and equality: Me and others</b></p> <ul style="list-style-type: none"> <li>Pupils learn about what makes themselves and others special</li> <li>Pupils learn about roles and responsibilities at home and school</li> <li>Pupils learn about being co-operative with others</li> </ul>	<p><b>Core theme: Healthy mind</b></p> <p><b>Mental health and emotional wellbeing: Feelings</b></p> <ul style="list-style-type: none"> <li>Pupils learn about different types of feelings</li> <li>Pupils learn about managing different feelings</li> <li>Pupils learn about change and loss and how this can feel</li> </ul>	<p><b>Core theme: Healthy body</b></p> <p><b>Drug, alcohol and tobacco education: What do we put into and on to bodies?</b></p> <ul style="list-style-type: none"> <li>Pupils learn about what can go into bodies and how it can make people feel</li> <li>Pupils learn about what can go on to bodies and how it can make people feel</li> </ul>	<p><b>Core theme: Keeping safe</b></p> <p><b>Keeping safe and managing risk: Feeling safe</b></p> <ul style="list-style-type: none"> <li>Pupils learn about safety in familiar situations</li> <li>Pupils learn about personal safety</li> <li>Pupils learn about people who help keep them safe outside the home</li> </ul>	<p><b>Core theme: Healthy lives and choices</b></p> <p><b>Physical health and wellbeing: Fun times</b></p> <ul style="list-style-type: none"> <li>Pupils learn about food that is associated with special times, in different cultures</li> <li>Pupils learn about active playground games from around the world</li> <li>Pupils learn about sun safety</li> </ul>	<p><b>Core theme: Careers and enterprise</b></p> <p><b>Careers, financial capability and economic wellbeing: My money</b></p> <ul style="list-style-type: none"> <li>Pupils learn about where money comes from an making choices when spending money</li> <li>Pupils learn about saving money and how it keeps us safe</li> <li>Pupils learn about the different jobs people do</li> </ul> <p><b>Changes GAP focus</b></p> <p><b>Big Talk – Relationship and Sex Education, Keeping Safe, Healthy and Happy</b></p> <ul style="list-style-type: none"> <li>Reinforcing and checking understanding from Big Talk Education in Reception</li> <li>Happy and risky situations</li> <li>Worries and concerns</li> </ul>

<p><b>Year 2</b></p>	<p><b>Core theme: All different, all equal</b></p> <p><b>Identity, society and equality: See mental health and emotional wellbeing</b></p> <ul style="list-style-type: none"> <li>• Pupils learn what makes a good friend</li> <li>• Pupils learn about making friends who can help with friendships</li> <li>• Pupils learn about solving problems that might arise with friendships</li> </ul>	<p><b>Core theme: Healthy mind</b></p> <p><b>Mental health and emotional wellbeing: Friendship</b></p> <ul style="list-style-type: none"> <li>• Pupils learn about what makes them special (<b>additional objective</b>)</li> <li>• Pupils learn about what makes other people special (<b>additional objective</b>)</li> <li>• Pupils learn about the importance of special people in their lives</li> </ul>	<p><b>Core theme: Healthy body</b></p> <p><b>Drug, alcohol and tobacco education: medicines and me</b></p> <ul style="list-style-type: none"> <li>• Pupils learn why medicines are taken</li> <li>• Pupils learn where medicines come from</li> <li>• Pupils learn about keeping themselves safe around medicines</li> </ul>	<p><b>Core theme: Keeping safe</b></p> <p><b>Keeping safe and managing risk: Indoors and outdoors</b></p> <ul style="list-style-type: none"> <li>• Pupils learn about keeping safe in the home, including fire safety</li> <li>• Pupils learn about keeping safe outside</li> <li>• Pupils learn about road safety</li> </ul>	<p><b>Core theme: Healthy lives and choices</b></p> <p><b>Physical health and wellbeing: What keeps me healthy?</b></p> <ul style="list-style-type: none"> <li>• Pupils learn about keeping well</li> <li>• Pupils learn about the importance of physical activity, sleep and rest</li> <li>• Pupils learn about people who help us to stay healthy and well and about basic health and hygiene routines</li> </ul>	<p><b>Core theme: Changes</b></p> <p><b>Sex and relationship education: Boys, girls and families</b></p> <ul style="list-style-type: none"> <li>• Pupils learn to understand and respect the differences and similarities between people</li> <li>• Pupils learn about the biological differences between male and female animals and their role in the life cycle</li> <li>• Pupils learn the biological differences between male and female children</li> <li>• Pupils learn about growing from young to old and that they are growing and changing</li> <li>• Pupils learn that everybody needs to be cared for and ways in which they care for others</li> <li>• Pupils learn about different types of family and how their home-life is special</li> </ul> <p><b>Big Talk – Relationship and Sex Education, Keeping Safe, Healthy and Happy</b></p> <ul style="list-style-type: none"> <li>• Reinforcing and checking understanding from Big Talk Education in Y1</li> <li>• Improper photographs</li> <li>• Inappropriate touches</li> <li>• Exposure to suitable media</li> </ul>
<p><b>Year 3</b></p>	<p><b>Core theme: All different, all equal</b></p> <p><b>Identity, society and equality: Celebrating difference</b></p> <ul style="list-style-type: none"> <li>• Pupils learn about valuing the similarities and differences between themselves and others</li> <li>• Pupils learn about what is meant by a community</li> <li>• Pupils learn about belonging to groups</li> </ul>	<p><b>Core theme: Healthy mind</b></p> <p><b>Mental health and emotional wellbeing: Strengths and challenges</b></p> <ul style="list-style-type: none"> <li>• Pupils learn about celebrating achievements and setting personal goals</li> <li>• Pupils learn about dealing with put-downs</li> <li>• Pupils learn about positive ways to deal with setbacks</li> </ul>	<p><b>Core theme: Healthy body</b></p> <p><b>Alcohol and tobacco education: Tobacco is a drug</b></p> <ul style="list-style-type: none"> <li>• Pupils learn the definition of a drug and that drugs (including medicines) can be harmful to people</li> <li>• Pupils learn about the effects and risks of smoking tobacco and secondhand smoke</li> <li>• Pupils learn about the help available for people to</li> </ul>	<p><b>Core theme: Keeping safe</b></p> <p><b>Keeping safe and managing risk: Bullying – see it, say it, stop it</b></p> <ul style="list-style-type: none"> <li>• Pupils learn to recognise bullying and how it can make people feel</li> <li>• Pupils learn about different types of bullying and how to respond to bullying incidents</li> <li>• Pupils learn about what to do if they witness bullying</li> </ul>	<p><b>Core theme: Healthy lives and choices</b></p> <p><b>Physical health and wellbeing: What helps me choose?</b></p> <ul style="list-style-type: none"> <li>• Pupils learn about making healthy choices about food and drinks</li> <li>• Pupils learn about how branding can affect what foods people choose to buy</li> <li>• Pupils learn about keeping active and some of the challenges of this</li> </ul>	<p><b>Core theme: Careers and enterprise</b></p> <p><b>Careers, financial capability and economic wellbeing: Saving, spending and budgeting about what influences</b></p> <ul style="list-style-type: none"> <li>• Pupils learn about people's choices about spending and saving money</li> <li>• Pupils learn how people can keep track of their money</li> <li>• Pupils learn about the world of work</li> </ul> <p><b>Changes GAP focus</b></p> <p><b>Big Talk – Relationship and Sex Education, Keeping Safe, Healthy and Happy</b></p> <ul style="list-style-type: none"> <li>• Reinforcing and checking understanding from Big Talk Education in Y2</li> <li>• Happy situations</li> </ul>

			remain smoke free or stop smoking			<ul style="list-style-type: none"> <li>• Improper photographs</li> <li>• Inappropriate touches</li> <li>• Exposure to suitable media</li> <li>• Worries and concerns</li> <li>• Support and help for worries and concerns</li> </ul>
<b>Year 4</b>	<p><b>Core theme: All different, all equal</b></p> <p><b>Identity, society and equality: Democracy</b></p> <ul style="list-style-type: none"> <li>• Pupils learn about Britain as a democratic society</li> <li>• Pupils learn about how laws are made</li> <li>• Pupils learn about the local council</li> <li>• Pupils learn about belonging to groups</li> </ul>	<p><b>Core theme: Healthy mind</b></p> <p><b>Mental health and emotional wellbeing:</b></p> <p><i>–See planning from Sex and Relationship Education (Puberty emotions, feelings, behaviour and relationships) during this term</i></p> <ul style="list-style-type: none"> <li>• Pupils are able to identify feelings and understand how they affect behaviour</li> <li>• Pupils learn to practice strategies for managing relationships</li> <li>• Pupils learn strategies to deal with feelings in the context of relationships</li> </ul>	<p><b>Core theme: Healthy body</b></p> <p><b>Drug, alcohol and tobacco education: Making choices</b></p> <ul style="list-style-type: none"> <li>• Pupils learn that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them</li> <li>• Pupils learn about the effects and risks of drinking alcohol</li> <li>• Pupils learn about different patterns of behaviour that are related to drug use</li> <li>• Pupils learn that medicines are used to manage and treat medical conditions</li> </ul>	<p><b>Core theme: Keeping safe</b></p> <p><b>Keeping safe and managing risk: Playing safe</b></p> <ul style="list-style-type: none"> <li>• Pupils learn how to be safe in their computer gaming habits</li> <li>• Pupils learn about keeping safe near roads, rail, water, building sites and around fireworks</li> <li>• Pupils learn what to do in an emergency</li> <li>• Pupils learn basic first aid procedures</li> </ul>	<p><b>Core theme: Healthy lives and choices</b></p> <p><b>Physical health and wellbeing: What is important to me?</b></p> <ul style="list-style-type: none"> <li>• Pupils learn about why people may eat or avoid certain foods (religious, moral, cultural or health reasons)</li> <li>• Pupils learn about other factors that contribute to people's food choices (such as ethical farming, fair trade and seasonality)</li> <li>• Pupils learn about the importance of getting enough sleep</li> </ul>	<p><b>Core theme: Changes</b></p> <p><b>Sex and relationship education: Growing up and changing</b></p> <ul style="list-style-type: none"> <li>• Pupils about the way we grow and change throughout the human lifecycle</li> <li>• Pupils learn about the physical changes associated with puberty</li> <li>• Pupils learn about menstruation and wet dreams</li> <li>• Pupils learn about the impact of puberty in physical hygiene and strategies for managing this</li> <li>• Pupils learn how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty</li> <li>• Pupils learn to answer each other's questions about puberty with confidence, to seek support and advice when they need it</li> </ul> <p><b>Big Talk – Relationship and Sex Education, Keeping Safe, Healthy and Happy</b></p> <ul style="list-style-type: none"> <li>• Reinforcing and checking understanding from Big Talk Education in Y3</li> <li>• Different kinds of families</li> <li>• Similarities and differences between boys and girls</li> <li>• The emotional and physical changes of growing up (puberty)</li> <li>• How babies are made, then develop in the womb etc. (reproduction).</li> <li>• Looking after our bodies and how to be safe and healthy</li> </ul>

<p><b>Year 5</b></p>	<p><b>Core theme: All different, all equal</b></p> <p><b>Identity, society and equality: stereotypes, discrimination and prejudice (including tacking homophobia)</b></p> <ul style="list-style-type: none"> <li>• Pupils learn about stereotyping, including gender stereotyping</li> <li>• Pupils learn about diversity and why it is important for a society to be diverse</li> <li>• Pupils learn about prejudice and discrimination and how this can make people feel</li> </ul>	<p><b>Core theme: Healthy mind</b></p> <p><b>Mental health and emotional wellbeing: Dealing with feelings</b></p> <ul style="list-style-type: none"> <li>• Pupils learn about the stigma and discrimination that can surround mental health</li> <li>• Pupils learn about a wide range of emotions and feelings and how these are experienced in the body</li> <li>• Pupils learn about times of change and how this can make people feel</li> <li>• Pupils learn about the feelings associated with loss, grief and bereavement</li> </ul>	<p><b>Core theme: Healthy body</b></p> <p><b>Drug, alcohol and tobacco education: Different influences</b></p> <ul style="list-style-type: none"> <li>• Pupils learn about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis</li> <li>• Pupils learn about different influences on drug use – alcohol, tobacco and nicotine products</li> <li>• Pupils learn different strategies to resist pressure from others about whether to use drugs – smoking drugs and alcohol</li> </ul> <p><b>Y5 school nurse visit – Growth and puberty talk</b></p>	<p><b>Core theme: Keeping safe</b></p> <p><b>Keeping safe and managing risk: When things go wrong</b></p> <ul style="list-style-type: none"> <li>• Pupils learn about keeping safe online</li> <li>• Pupils learn that violence within relationships is not acceptable</li> <li>• Pupils learn about problems that can occur when someone goes missing from home</li> </ul>	<p><b>Core theme: Healthy lives and choices</b></p> <p><b>Physical health and wellbeing: In the media</b></p> <ul style="list-style-type: none"> <li>• Pupils learn about the stigma and discrimination that can surround physical health</li> <li>• Pupils learn about the physical differences in people in society</li> <li>• Pupils learn about disabilities, respect and equality</li> </ul>	<p><b>Core theme: Careers and enterprise</b></p> <p><b>Careers, financial capability and economic wellbeing: Borrowing and earning money</b></p> <ul style="list-style-type: none"> <li>• Pupils learn that money can be borrowed but there are risks associated with this</li> <li>• Pupils learn about enterprise</li> <li>• Pupils learn what influences peoples decisions about careers</li> </ul> <p><b>Changes GAP focus</b></p> <p><b>Big Talk – Relationship and Sex Education, Keeping Safe, Healthy and Happy</b></p> <ul style="list-style-type: none"> <li>• Reinforcing and checking understanding from Big Talk Education in Y4</li> <li>• Reproduction and puberty re-capped</li> <li>• Questions and discussions about puberty</li> <li>• Building on knowledge from Y4 about how babies develop and are born.</li> <li>• Pupils discuss trusted adults in school</li> <li>• Pupils learn about external support they can receive regarding SRE</li> <li>• Pupils discuss support networks at home if they want help, advice or more information.</li> </ul>
<p><b>Year 6</b></p>	<p><b>Core theme: All different, all equal</b></p> <p><b>Identify, society and equality: Human rights</b></p> <ul style="list-style-type: none"> <li>• Pupils learn about human rights who have moved to Doncaster from other places, (including the experiences of refugees)</li> <li>• Pupils lean about human rights and the UN Convention on the Rights of the Child</li> </ul>	<p><b>Core theme: Healthy mind</b></p> <p><b>Mental health and emotional wellbeing: healthy minds</b></p> <ul style="list-style-type: none"> <li>• Pupils learn what mental health is</li> <li>• Pupils learn about what can affect mental health and some ways of dealing with this</li> </ul>	<p><b>Core theme: Healthy body</b></p> <p><b>Drug alcohol and tobacco education: Weighing up risk</b></p> <ul style="list-style-type: none"> <li>• Pupils learn about the risks associated with smoking drugs, including tobacco</li> </ul>	<p><b>Core theme: Keeping safe</b></p> <ul style="list-style-type: none"> <li>• <b>Keeping safe and managing risk: Keeping safe – out and about</b></li> <li>• Pupils learn about feelings of being out and about in the local area with increasing independence Pupils learn about recognising and responding to peer pressure</li> <li>• Pupils learn about the consequences of anti-social behaviour</li> </ul> <p><b>Y6 school nurse visit – Growth and puberty talk</b></p>	<p><b>Core theme: Changes</b></p> <p><b>Sex and relationship education: Healthy relationships/How a baby is made</b></p> <ul style="list-style-type: none"> <li>• Pupils learn about the changes that occur during puberty</li> <li>• Pupils learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact</li> <li>• Pupils learn what values are important to them in relationships and to appreciate the</li> </ul>	

	<ul style="list-style-type: none"> <li>Pupils learn about homelessness</li> </ul>	<ul style="list-style-type: none"> <li>Pupils learn about some everyday ways to look after mental health</li> <li>Pupils learn about the stigma and the discrimination that can surround mental health</li> </ul>	<p>and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs</p> <ul style="list-style-type: none"> <li>Pupils learn about assessing the level of risk in different situations involving drug use</li> <li>Pupils learn about ways to manage risk in situations involving drug use</li> </ul>		<p>importance of friendship in intimate relationships</p> <ul style="list-style-type: none"> <li>Pupils learn about human reproduction in the context of the human lifecycle</li> <li>Pupils learn about how a baby is made and grows (conception and pregnancy)</li> <li>Pupils learn about roles and responsibilities of carers and parents</li> <li>Pupils learn to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it</li> </ul> <p><b>Big Talk – Relationship and Sex Education, Keeping Safe, Healthy and Happy</b></p> <ul style="list-style-type: none"> <li>Reinforcing and checking understanding from Big Talk Education in Y5</li> <li>Boys and girls separate for puberty and growth talk followed by questions and discussions</li> <li>Pupils recap discussions about trusted adults in school</li> <li>Pupils recap information about external support they can receive regarding SRE</li> <li>Pupils recap discussions about support networks at home if they want help, advice or more information.</li> </ul>
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**TO BE COMPLETED BY THE SCHOOL**

Agreed actions  
from  
discussion  
with parents

