



# **Ranelagh: Relationships, Sex and Health Education (RSHE) Policy**

**Name of school - Ranelagh Primary School**

**Person responsible for RSHE in school – Mrs Fareeda Zaman**

**Signature of headteacher .....Leigh Welburn.....**

**Signature of chair of governors .....Rena Begum.....**

**Borough wide consultation taken place concerning the implementation of the 2020 guidance in RSHE  
(tick as appropriate)**

| Pupils | Parents<br>/carers | Community<br>groups | Faith<br>groups | Local<br>councillors | Teachers | Ofsted | School<br>governors | LA | Professional<br>Associations |
|--------|--------------------|---------------------|-----------------|----------------------|----------|--------|---------------------|----|------------------------------|
| ✓      | ✓                  | ✓                   | ✓               | ✓                    | ✓        | ✓      | ✓                   | ✓  |                              |

## **Policy statement - Aims and objectives of RSHE**

It is the intention of Ranelagh Primary School to teach high quality, age appropriate, pupil-sensitive, evidence-based RSHE, which demonstrates a respect for the law and all communities who call Newham home.

It is expected that RSHE at Ranelagh Primary School will help pupils to learn about themselves and the world they live in, giving them the skills, understanding and information they need for life. This will help them to stay safe and to flourish, not just in childhood, but into adulthood and for the rest of their lives. This is why RSHE is such an important part of the curriculum.

## **Statutory content: Relationships, Health Education (RHE)**

By law, primary schools are required to teach relationships and health education, alongside National Curriculum Science and within the context of safeguarding. Here at Ranelagh Primary School, we acknowledge that parents/carers are a child's first and most effective teacher and so will ensure that we have regular meetings with parents /carers to present our RSHE curriculum, as well as hear from parents/carers about any concerns or questions they may have. We are clear that our aim is to educate pupils about these important subjects alongside parents/ carers.

### **National Curriculum Science**

At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and the changes to the human body as it grows from birth to old age, including puberty, and sexual and asexual reproduction in mammals and plants.

Academies are not compelled to teach science as it appears in the national curriculum, however, they are expected to only use alternatives where it can be demonstrated that the alternatives enable schools to provide a science curriculum of an even higher standard than that offered by the national curriculum. At Ranelagh Primary School we therefore choose to teach science in line with the national curriculum.

## ***Non-statutory RSHE***

### ***Sex Education that goes beyond national curriculum science***

The Government and local advisors strongly recommend and Ranelagh Primary School have decided, after consultation with parents/carers, to teach Sex Education beyond that taught within the science curriculum. The school will be teaching about 'how a baby is conceived and is born' in year 6 following on from the national science curriculum, which teaches about sexual reproduction in mammals in year 5. Sex education at Ranelagh Primary School will be taught by trained staff in an age appropriate and sensitive way and we believe will help to ready children for their move to secondary school. The topics covered will include 'Relationships and Reproduction', and 'Conception and Pregnancy'. For further information, see appendix below on lessons taught that go beyond the National Curriculum Science.

Additional subject content (see appendices for full list of content)

**There continues to be no right to withdraw from national curriculum science.**

### **Health Education (Physical Health and Mental Wellbeing)**

The aim of Health Education is to give pupils the information that they need to make good decisions about their physical and mental health and wellbeing. Pupils' will recognise what is normal and what is an issue in themselves and others, and how to seek support at the earliest stage from appropriate sources.

Puberty, including menstruation, will be covered in Health Education and should, as far as possible, be addressed before children begin puberty.

See appendices for full list of content.

**There is no right to withdraw from Health Education.**

### **Relationships Education**

The focus in primary schools should be on teaching the fundamental building blocks and characteristics of positive relationships, with family members, other children and adults. Lessons will be evidence based, age and culturally appropriate, based in the law and sensitive to the needs of pupils.

Subject content (see appendices for full list of content)

**There is no right to withdraw from Relationships Education**

### **Safeguarding**

Safeguarding is an important aspect of all of the lessons taught as part of RSHE in our school. Our safeguarding policy will be applied to and supported by all aspects of RSHE and any disclosures or issues arising as part of RSHE, will be dealt with in line with our safeguarding policy.

### **The right of parents/carers to withdraw their children from non-statutory RSHE**

Parents/Carers have a right to withdraw their children from non-statutory RSHE, i.e. 'how a human baby is conceived and is born', following a meeting with the PSHCE / RSHE Lead or a member of the Senior Leadership Team to discuss their concerns. The school will document this process.

## Equality

- The school will comply with the relevant requirements of the Equality Act 2010 and the Public Sector Equalities Duty (2014): schools must not unlawfully discriminate against pupils or allow children to be bullied because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (Protected Characteristics)
- The delivery of the content of RSHE will be made accessible to all pupils, including those with SEND.
- Ranelagh Primary School celebrates difference and diversity. The bullying of anyone for any reason is not acceptable. It is expected that our relationships education curriculum will lead to a stronger sense of community, mutual respect and give pupils a sense of responsibility. This will help, to keep Ranelagh Primary School a safe, inclusive and caring place for all, upholding the core values and ethos of the school.

## Monitoring, Evaluation and Assessment

- To ensure that the teaching and learning in RSHE in our school is of the highest standard, it will be monitored by our RSHE curriculum leader- Ms. Fareeda Zaman
- The school will identify pupils' prior knowledge through discussion with previous year's class teacher and through questioning children at the start of the topic
- The school will assess pupils' learning and progress through pupil voice, work in children's books and through questioning.
- The school will evidence pupils' learning and progress by recording at least two pieces of evidence in their books.
- This is important because it will demonstrate the children's understanding of the RSHE curriculum taught and allow school to monitor progression across the different year groups.
- Learning will be evidenced by written work in books, photographs and art work.

## Resources

The school will draw from a number of educational resources... For example: Croydon Scheme of work, Islington SRE programme, All About Us - Channel 4 Living and Growing DVD Alternative, Christopher Winter Project, NSPCC PANTS and Share Aware for online safety.

It is the role of the RSHE subject leader to ensure that resources are appropriate and up to date for the school's use in teaching RSHE.

## RSHE curriculum lead teacher

Any queries about this policy, speak to the RSHE Lead –Mrs Fareeda Zaman.

*Developed from materials shared with Jo Sell from Tower Hamlets LA and used with permission*

*Approved by: Newham LA; Newham SACRE, NAPNH and NASH*

DfE 2019

[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/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

Explanation of terms used in this policy:

Relationships, sex and health education (RSHE), is the term most often used by schools in Newham. Health education appears in the same set of guidance from the DfE (2019) is very closely related to relationships and sex education and is often linked in lessons.

Relationships education (Rel Ed)– this, along with health education (HE) is statutory in all primary schools and includes topics like the importance of positive relationships, families and friends, healthy eating and hygiene.

Relationships and sex education (RSE) – sexual reproduction in animals is taught as part of national curriculum science in year 5, human reproduction is often included at the end of key stage 2, following on from the science curriculum in year 5. Beyond that sex education is non-statutory in primary schools.

Appendices Attached:

**Appendix 1** – Frequently Asked Questions.

**Appendix 2** – An Overview of the PSHCE plan – this contains all the topics taught either cross curricular or discretely in the Ranelagh Curriculum.

**Appendix 3** An Overview of the RSHE plan – this contains all the topics that the RSHE guidance says primary school pupils should know by the time they leave primary school.

**Appendix 4** – RSHE Scheme of work taught to the children

**Appendix 5** -Parental consultation response

## Appendix 1

### Information about how and why RSHE will be taught at Ranelagh Primary School.

#### ○ Why are we teaching RSHE?

- Because it is the right thing to do.  
Our children are growing up in an increasingly complex world with new opportunities, but also new challenges. We as a school want our pupils to flourish in the world they find themselves and to work hard throughout all curriculum areas to give our pupils the skills and knowledge they need to do that. RSHE teaching is an important part of equipping our pupils for life in 21<sup>st</sup> century Britain, enabling them to embrace diversity, make the most of technology; understand the importance of, and develop the skills which lead to them being able to sustain healthy and strong relationships.
- Relationships and health education is a statutory requirement for all primary schools in England. The government, Ofsted and local advisors recommend that sex education (how a baby is conceived and born) is also taught in primary school.
- At Ranelagh Primary School we have decided to teach sex education, 'how babies are conceived and born' because young people tell us that the school is a trusted place where they would like to learn RSHE. (Sell 2019). Also, a recent consultation of secondary school students in Newham has seen 63% of year 10s say that they think that pupils should learn how a baby is made and born at primary school age. We believe that by teaching this topic here, it will help to equip our pupils for the transition to secondary school where they may learn about sex from less reliable sources such as friends or older children in the playground. The decision to teach sex education was taken following consultation with parents/carers and governors.

- The teaching of RSHE at Ranelagh Primary School is informed by the law, national RSHE guidance and the national curriculum set out by the DfE as well as, the school ethos and policies already developed. Below is a list of some of the documents that have been taken into consideration when preparing this policy.

- Statutory Guidance on RSHE 2019  
*Relationships Education, Relationships and Sex Education (RSE) and Health Education  
Statutory Guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers*
- Equality Act 2010 and The Public Sector Equality Duty 2014
- School ethos and educational aims.
- The teaching of RSHE in Ranelagh Primary School is delivered within and influenced by all relating school policies
  - Behaviour policy
  - Anti-bullying policy
  - Equality policy or statement
  - Safeguarding policy

- Inclusion Policy
- PSHCE Policy
- Computing Policy
- On-line safety (e-safety) Policy
- Physical Education (PE) Policy

○ **How will we ensure lessons are taught sensitively?**

- Puberty and menstruation and human reproduction and birth are seen as sensitive topics to teach in RSHE and therefore to ensure that children feel at ease when talking about these topics. Therefore, in year 6 a Question Box will be used for children to add questions anonymously, so that they feel less conscious and feel comfortable asking questions that they were unlikely to ask in front of the class.

● **When will RSHE will be taught?**

- RSHE will be taught during the last term of the year, Summer term. This is so that the children are at their oldest and so will be more mature than at the start of the year.
- Sex education lessons will be taught in year 6 after the children's SATs in preparation for their secondary school.
- However, in EYFS some of the topics will be covered earlier on in the school year as part of the PSED curriculum, where children are getting to know each other and learning about hygiene.

○ **How will we ensure communication with parents/carers?**

- Ranelagh Primary School works with parents/carers and wants to communicate what is going on in RSHE. Our aim is to offer meetings annually to each year group in the Spring term to explain what will happen in RSHE, so that parents/carers can, if they wish, talk to their children ahead of lessons. This will allow parents/carers to be ready for any questions that their child may have concerning what they have learnt in school.
- Termly class timetables will be sent home to the parents, to make them aware of the subjects that are to be delivered during the following term. This will enable the parents and carers to prepare their children prior to the lessons.
- Whenever sex education (how a baby is made and born), outside of the National Curriculum for science, is being taught, a letter will be sent home ahead of the lesson so that parents/carers are aware of what is being taught. Our intention is to make these lessons sensitive to the background of all our pupils. Our aim is that they will all remain in the lesson so that they learn facts from a teacher in a safe environment rather than second-hand in the playground. **However, the school respects the right of parents/carers to remove their children from sex education if they wish.**
- Parents/carers who wish to remove their children from sex education need to inform the school in writing, following a meeting with PSHCE / RSHE Lead or someone from the Leadership Team to discuss their concerns. The school will make alternative provision for the child. This process will be documented.

○ **Who will be teaching RSHE?**

- The RSHE lesson will be delivered by class teachers, who will have undergone training in preparation of the RSHE curriculum and will have attended the annual meeting where parents will be informed of the topics and content to be delivered in the classroom

**What training will staff be given?**

- All teachers will have completed an initial training where they will have been made fully aware of the changes to the new curriculum. Also training in Gender Stereotyping will have been provided to ensure that staff are dealing with Gender related incidents efficiently and effectively.

○ **What materials will be used to deliver RSHE?**

- At Ranelagh Primary School we have chosen to use a variety of materials to deliver RSHE, from whichever source we think is best suited to our pupils. We do however use The Christopher Winter Project and Croydon Scheme of work for much of our teaching of RSHE.

## Appendix 2 – PSHE Overview

|                   | Foundation Stage                                               | Key Stage 1                                                               | Key Stage 2                                                       |                                                |                                            |                                                                                                    |
|-------------------|----------------------------------------------------------------|---------------------------------------------------------------------------|-------------------------------------------------------------------|------------------------------------------------|--------------------------------------------|----------------------------------------------------------------------------------------------------|
| Mental Well being | Links to Forest School . Edible playground . Circle Time . 5Rs |                                                                           |                                                                   |                                                |                                            |                                                                                                    |
|                   | EYFS                                                           | Year 1/2                                                                  | Year 3                                                            | Year 4                                         | Year 5                                     | Year 6                                                                                             |
| Online Safety     | Know to ask for help                                           | Knowing to ask for help from Trusted adults                               | Be Internet Sharp & Be Internet Alert                             | Be Internet Sharp & Be Internet Alert          | Be Internet Sharp<br>Be Internet Alert     | Be Internet Sharp<br>Be Internet Alert                                                             |
| Autumn 1          | Action projects<br>Citizenship                                 | Rules and Boundaries<br>Action projects -<br>Citizenship                  | Action projects -<br>Citizenship                                  | Action projects -<br>Citizenship               | Action projects -<br>Citizenship           | Action projects -<br>Citizenship<br>Allergies, immunisation and<br>vaccinations ( Jabs)<br>Science |
| Autumn 2          | Anti- Bullying                                                 | Anti- Bullying                                                            | Anti- Bullying<br>(Science tooth decay /<br>healthy food choices) | Anti- Bullying                                 | Anti- Bullying                             | Anti- Bullying                                                                                     |
| Spring 1          | Healthy lifestyles<br>Food Wonderful Food                      | Sustainability -<br>Healthier mode of<br>travelling<br>(walking/ cycling) | Good and Bad<br>Drugs                                             | Actions and items<br>that make them<br>healthy | Basic First Aid<br>and<br>Mental First Aid | Physical Illness and<br>Bereavement                                                                |
|                   | Positive Mental Health                                         |                                                                           |                                                                   |                                                |                                            |                                                                                                    |
| Spring 2          | Being Safe<br>Superheroes                                      | Respecting<br>Differences                                                 | British<br>Law and the<br>Justice                                 | Law and the<br>Justice<br>vikings              | UK Political<br>system                     | Political systems<br>around the world                                                              |
| Summer 1          | Caring for others                                              | RSHE                                                                      | RSHE                                                              | RSHE                                           | RSHE                                       | Drugs Alcohol and<br>Tobacco                                                                       |
| Summer 2          | Transition                                                     | Emotional Literacy<br>Sun safety<br>(Seaside)                             | Healthier<br>Lifestyles                                           | Healthy lifestyle<br>and Food choices          | Peer pressure                              | RSHE<br>And Transition                                                                             |

Links to: Mental wellbeing, Internet safety and harms, Physical health and Fitness, Healthy eating, Drugs, alcohol, and tobacco, Health and prevention

## Appendix 3 RSHE Overview

|  | Foundation Stage  | Key Stage 1       |                                              | Key Stage 2                    |                                                   |                                    |                                                                   |
|--|-------------------|-------------------|----------------------------------------------|--------------------------------|---------------------------------------------------|------------------------------------|-------------------------------------------------------------------|
|  | <u>EYFS</u>       | <u>Year 1</u>     | <u>Year 2</u>                                | <u>Year 3</u>                  | <u>Year 4</u>                                     | <u>Year 5</u>                      | <u>Year 6</u>                                                     |
|  | Myself and Others | Myself and Others | Differences: Boys and girls/ Male and Female | Self Esteem                    | Growing and Changing                              | Gender stereotyping                | Human Life Cycles - Puberty (Menstruation and Nocturnal Emission) |
|  | Family Networks   | Family            | Naming Body Parts                            | Challenging Gender Stereotypes | Body changes and life-cycles of humans            | Growing Up - Talking about Puberty | Relationships and Reproduction                                    |
|  | Body Awareness    | Friendships       | Everybody needs caring for                   | Differences: Male and Female   | What is puberty?                                  | Puberty and Hygiene-               | Conception and pregnancy                                          |
|  | Hygiene           | Choices           | Looking after the body                       | Family Differences             | Thinking, feeling, doing – changing relationships | Building good relationships        | Being a parent                                                    |
|  | PANTS             | PANTS             | PANTS                                        | Decision Making                | Assertiveness                                     | Dealing with Loss                  | Online Safety - Sexting                                           |
|  |                   |                   |                                              | Safety                         |                                                   |                                    | My Body My Rules                                                  |

Highlighted are non-statutory lessons which parents may wish to withdraw children from.

## Appendix 4 Scheme of Work (RSHE)

| EYFS | Learning Intentions and Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                        | Early Years Foundation Stage Links                                                                            | Parent Discussion Vocabulary |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|------------------------------|
|      | <p><b>Unit One:</b> Myself and Others</p> <p><b>Learning Intention:</b> To recognise some feelings. To recognise that their behaviour affects other people, especially when angry.</p> <p><b>Learning Outcomes:</b> To begin to have identified some of their feelings and recognised some of the ways they express them. To recognise how our feelings can influence our friendships. To realise that their behaviour (words and actions) can affect other people.</p> | <p>PSE Self confidence and self esteem Making Relationships Behaviour and Self Control Sense of Community</p> |                              |
|      | <p><b>Unit Two:</b> Family Networks</p> <p><b>Learning Intention:</b> That family and friends care for each other.</p> <p><b>Learning Outcomes:</b> To have identified family members and friends and the roles that they play. To know who they can talk to at home and at school</p>                                                                                                                                                                                  | <p>PSE Making Relationships Self Care Sense of Community</p>                                                  |                              |



|        |                                                                                                                                                                                                                                                                                                                             |                                 |                                                      |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|------------------------------------------------------|
|        | <b>Unit Three: Body Awareness</b><br><br><b>Learning Intention:</b> To appreciate and value their body, its capabilities and uniqueness.<br><br><b>Learning Outcomes:</b> To know that humans produce babies that grow into children and then into adults. To consider the ways they                                        | PD Healthy and Bodily Awareness |                                                      |
| Year 1 | <b>Learning Intention:</b> To know that humans produce babies that grow into children and then into adults. To consider the ways they                                                                                                                                                                                       | Science Links                   | Parent Discussion Vocabulary                         |
| 1      | <b>Lesson One:</b> Why do I feel the way I do? To begin to recognise the proper names for the different parts of the body. To be able to describe some of the functions of some of the different parts of the body.                                                                                                         |                                 |                                                      |
|        | <b>Unit Four: Hygiene</b><br><b>Learning Intention:</b> To describe and begin to understand why hygiene is important, gifts and talents. To know and value the different groups to which they belong. To understand the importance of keeping themselves and their families healthy.                                        |                                 |                                                      |
| 2      | <b>Lesson Two:</b> Why do I feel the way I do? To begin to recognise the proper names for the different parts of the body. To be able to describe some of the functions of some of the different parts of the body.                                                                                                         |                                 |                                                      |
|        | <b>Learning Intention:</b> To know that there are different types of family and all families have special members. To understand and learn the PANT rules.<br><b>Learning Outcomes:</b> To be able to describe the different types of family and all families have special members. To understand and learn the PANT rules. |                                 | Privates<br>Private Parts<br>Good Touch<br>Bad Touch |

|   |                                                                                                                                                                                                                                                                                                                                                                                             |  |  |
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|   | people and be able to describe what makes them special                                                                                                                                                                                                                                                                                                                                      |  |  |
| 3 | <b>Lesson Three:</b> Friendships<br><br><b>Learning Intention:</b> To understand what friendship is .<br><br><b>Learning Outcomes:</b> To describe who a friend is and what a friend does. To demonstrate some skills needed to make and maintain friendships                                                                                                                               |  |  |
| 4 | <b>Lesson Four:</b> Choices<br><br><b>Learning Intention:</b> To recognise most children can make choices.<br><br><b>Learning Outcomes:</b> To understand that they have choices. To recognise that choices and responses will be affected by different factors. To recognise that some choices will be wrong and other choices will be right. To identify a simple way for decision making |  |  |

| Year 2 | Learning Intentions and Outcomes                                                                                                                                                                                                                                | Science Links                                                                                                                                                                                                                                                 | Parent Discussion Vocabulary                 |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| 1      | <b>Lesson One: <u>Differences: Boys &amp; Girls / Male and Female</u></b><br><br><b>Learning Intention:</b> To understand and respect differences and similarities between boys and girls/ Male and female and to understand how this is part of the life cycle | Yr 2 -notice that animals, including humans, have offspring which grow into adults<br><br>They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise | Gender Stereotypes<br><br>Penis<br><br>Vulva |

|   |                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | <p><b>Learning Outcomes:</b> Describe the ways boys and girls can be the same and different<br/>Understand that some people have fixed ideas about what boys and girls can do<br/>Describe the difference between male and female babies. Understand that making a new life needs a male and a female</p> | <p>growth; they should not be expected to understand how reproduction occurs.</p> <p>Growing into adults can include reference to baby, toddler, child, teenager, adult.</p> | <p>Scientific names for genitals, i.e. vulva and penis should be used at an early stage for safeguarding reasons and should form part of the school's safeguarding policy. Children should not be expected to draw or discuss at length these body parts and the acknowledgement that families may also use other words for genitals should also be mentioned and respected.<br/><u>Vagina as an internal organ and should not need to be mentioned until teaching about puberty or reproduction.</u></p> |
| 2 | <p><b>Lesson Two: <u>Naming Body Parts</u></b></p> <p><b>Learning Intention:</b> To focus on sexual difference and to name body parts</p> <p><b>Learning Outcomes:</b> Describe the differences between males and females Name the male and female body parts</p>                                         |                                                                                                                                                                              | <p>Penis<br/>Vulva<br/>Testicles<br/>Nipples</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------------------------------------------------------------------------------|
| 3 | <p><b>Lesson three: <u>Everybody Needs Caring For</u></b></p> <p><b>Learning Intention:</b> To appreciate that everyone needs to be cared for</p> <p><b>Learning Outcomes:</b> Identify ways to show care towards each other Understand that we all have different needs and need different types of care</p>                                                                |  | Lifecycles                                                                        |
| 4 | <p><b>Lesson Four: <u>Looking After the Body</u></b></p> <p><b>Learning Intention:</b> To learn why it is important to keep clean.</p> <p><b>Learning Outcomes:</b> Describe how to look after particular parts of the body Explain why it is important to keep clean Describe and carry out basic hygiene Know what to take responsibility for and when to ask for help</p> |  | Groins<br>Arm Pits                                                                |
| 5 | <p><b>Lesson Five: PANTS</b></p> <p><b>Learning Intention:</b> To explore the definition of PANTS. To identify good and bad touch.</p> <p><b>Learning Outcomes:</b> understand the difference between good and bad touch. Know that privates are covered.</p> <p>See link for objectives and lesson plan.</p>                                                                |  | Comfortable<br>Uncomfortable<br>Good Touch<br>Bad Touch<br>Safe<br>Penis<br>Vulva |

|                   |                                  |               |                                 |
|-------------------|----------------------------------|---------------|---------------------------------|
| <b>Year<br/>3</b> | Learning Intentions and Outcomes | Science Links | Parent Discussion<br>Vocabulary |
|-------------------|----------------------------------|---------------|---------------------------------|

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                               |                                        |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|----------------------------------------|
| 1 | <p><b><u>Lesson 1 Self Esteem</u></b></p> <p><b>Learning Intention:</b> To recognise their worth as individuals by identifying positive things about themselves and their achievements, and by beginning to identify an area that needs to be strengthened.</p> <p><b>Learning Outcomes:</b> To see oneself as special, to recognise strengths, abilities and personal characteristics. To have begun to build self-esteem and confidence by looking at their skills and achievements. To begin to identify personal areas that need improvement</p> |                                                                                               |                                        |
| 2 | <p><b><u>Lesson Two: Challenging Gender Stereotypes</u></b></p> <p><b>Learning Intention:</b> To recognise and challenge gender stereotypes</p> <p><b>Learning Outcomes:</b> Understand that males and females can do the same tasks and enjoy the same things Understand that there are different stereotypes (fixed ideas) about what males and females can do.</p>                                                                                                                                                                                |                                                                                               | Gender Stereotypes                     |
| 3 | <p><b><u>Lesson Three: Differences: Males and Females</u></b></p> <p><b>Learning Intention:</b> To recognise the difference between males and females including body parts</p>                                                                                                                                                                                                                                                                                                                                                                       | to recognise and compare the main external parts of the bodies of humans and of other animals | Penis<br>Vulva<br>testicles<br>Nipples |

|   |                                                                                                                                                                                                                                                                                                                                                                |  |  |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|   | <b>Learning Outcomes:</b> Identify the differences between males and females Name male and female body parts using agreed words,                                                                                                                                                                                                                               |  |  |
| 4 | <b>Lesson Four: <u>Family Differences</u></b><br><br><b>Learning Intention:</b> To recognise that families are different and to challenge stereotypes about families<br><br><b>Learning Outcomes:</b> To know that all families are different and have different family members Understand that people sometimes have stereotypes (fixed ideas) about families |  |  |
| 5 | <b>Lesson Five: <u>Decision Making</u></b><br><br><b>Learning Intention:</b> To be able to demonstrate simple decision making strategies<br><br><b>Learning Outcomes:</b> To recognise that choices require decisions. To be able to consider different possibilities. To demonstrate effective decision making skills.                                        |  |  |
|   | <b>Lesson Six: <u>Safety</u></b><br><br><b>Learning Intention:</b> To be able to use basic techniques to resist pressure.<br><br><b>Learning Outcomes</b> To be able to identify potential dangers in different environments To recognise that pressure to behave in an acceptable or risky way can come from a                                                |  |  |

|  |                                                                                                                                                             |  |  |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|  | variety of sources, including media and people they know To demonstrate basic techniques to resist pressure To know who they can go to for support and help |  |  |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

| Year<br>4 | Learning Intentions and Outcomes                                                                                                                                                                                                                                                                                                                                 | Science Links | Parent Discussion<br>Vocabulary                                                                                                                                                                                                                                                                                |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1         | <b>Lesson One: <u>Growing and Changing</u></b><br><br><b>Learning Intention:</b> To understand the human life cycle and how the body changes<br><br><b>Learning Outcomes:</b> Describe the main stages of the human life cycle Describe the body changes that happen when a child grows up                                                                       |               | Reproduce<br>Baby<br>Child<br>Toddles<br>Teenage<br>Adult<br>Elder                                                                                                                                                                                                                                             |
| 2         | <b>Lesson Two: <u>Body Changes and Reproduction</u></b><br><br><b>Learning Intention:</b> To identify some basic facts about puberty, reproduction and pregnancy<br><br><b>Learning Outcomes:</b> Know that during puberty the body changes from a child into a young adult Understand why the body changes in puberty Identify some basic facts about pregnancy |               | The DfE, Ofsted and common sense say that children should understand about puberty before onset. Puberty starts at different times for different children, so the school needs to be sensitive to the development of their pupils and ensure that puberty is taught in a timely manner.<br><br>Puberty<br>Womb |

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| 3 | <p><b>Lesson Three: <u>What Is Puberty?</u></b></p> <p><b>Learning Intention:</b> To learn about the physical changes associated with puberty</p> <p><b>Learning Outcomes:</b> Know the physical changes that happen in puberty Know that each person experiences puberty differently</p>                                                                                                                                                          |  | <p>Describe the changes as humans develop to old age. Describe the differences in the life cycles of a mammal.</p> <p>Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Periods - Menstruation cycle</p> <p>Breasts</p> <p>Pubic hair</p> <p>Hormone</p> |
| 4 | <p><b>Lesson Four: <u>Feeling, Thinking and Doing – Changing Relationships</u></b></p> <p><b>Learning Intention:</b>To learn strategies to deal with feelings in the context of relationships</p> <p><b>Learning Outcomes:</b> Identify feelings and understand how they affect behaviour Show awareness that feelings change during puberty and these changes can affect our relationships Can practice strategies for managing some feelings</p> |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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| 5 | <b>Lesson Five- <u>Assertiveness</u></b><br><br><b>Learning Intention</b> To understand and be able to use assertiveness skills<br><br><b>Learning Outcomes</b> To have practised being assertive in different situations |  |  |
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| Year<br>5 | Learning Intentions and Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                             | Science Links                                                                                                                                         | Parent Discussion<br>Vocabulary                                         |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| 1         | <b>Lesson One: <u>Gender Stereotyping (Becoming Men and Women)</u></b><br><br><b>Learning Intention:</b> To consider gender stereotyping and sexuality<br><br><b>Learning Outcomes:</b> Understand how our attitudes and values about gender and sexuality may be affected by factors such as age, religion and culture. Recognise and challenge gender stereotypes Understand how media messages affect attitudes, can cause inequality of opportunity and affect behaviour |                                                                                                                                                       | Gender<br>gender Neutral<br>Sex (Male or Female)<br>Reproductive Organs |
| 2         | <b>Lesson Two: <u>Growing Up - Talking About Puberty</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                 | Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals | Puberty<br>Growth Hormones<br>Pubic Hair<br>Breasts                     |

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|   | <p><b>Learning Intention:</b> To explore the emotional and physical changes that occur during puberty</p> <p><b>Learning Outcomes:</b> Explain the main physical and emotional changes that happen during puberty. Ask questions about puberty with confidence</p>                                                                                                                                       |  | <p>Ovaries<br/>Vulva<br/>Penis<br/>testicles<br/>Scrotum<br/>Periods (Menstruation)</p> |
| 3 | <p><b>Lesson Three: <u>Puberty and Hygiene</u></b></p> <p><b>Learning Intention:</b> To explore the impact of puberty on the body and the importance of physical hygiene To explore ways to get support during puberty</p> <p><b>Learning Outcomes:</b> Explain how to stay clean during puberty Describe how emotions change during puberty Demonstrate how to seek help and support during puberty</p> |  | <p>Sanitary Towels</p>                                                                  |
| 4 | <p><b>Lesson Four: <u>Building Good Relationships</u></b></p> <p><b>Learning Intention:</b> To identify values that are important to them in relationships.</p> <p><b>Learning Outcomes:</b> Explain the similarities and differences between friendship in different relationships</p>                                                                                                                  |  |                                                                                         |

| Year<br>6 | Learning Intentions and Outcomes                                                                                                                                                                                                                                                                                                                                   | Science Links                                                                                                                                                                                                                                                                                                                                                                                                        | Parent Discussion<br>Vocabulary                                                                                                             |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| 1         | <p><b>Lesson One: <u>Human Life Cycles (Puberty and Reproduction)</u></b></p> <p><b>Learning Intention:</b> To explore the emotional and physical changes that occur during puberty</p> <p><b>Learning Outcomes:</b> Describe how and why the body changes during puberty in preparation for reproduction. Talk about puberty and reproduction with confidence</p> |                                                                                                                                                                                                                                                                                                                                                                                                                      | Penis<br>Sperm<br>Semen<br>Nocturnal Emission<br>Testicle<br>Scrotum<br>Penis<br>Vagina<br>Vulva<br>Periods (Menstruation)<br>Ovaries (Egg) |
| 2         | <p><b>Lesson Two: <u>Relationships and Reproduction</u></b></p> <p><b>Learning Intention:</b> To consider reproduction in the context of relationships</p> <p><b>Learning Outcomes:</b> Explain how babies are made Discuss different types of adult relationships with confidence</p>                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                      | Reproduction<br>Intercourse<br>Fertilise                                                                                                    |
| 3         | <p><b>Lesson Three: <u>Conception and pregnancy</u></b></p> <p><b>Learning Intention:</b> To explore the process of conception and pregnancy</p> <p><b>Learning Outcomes:</b> Describe the decisions that have to be made before having a baby<br/>Know some basic facts about pregnancy and conception</p>                                                        | <p>Describe the changes as humans develop to old age.</p> <p>Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows</p> | Embryo<br>Womb<br>Conception<br>Pregnancy<br><br>Resource : To use static animated images not the animated video                            |

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| 4 | <p><b>Lesson Four: <u>Being a Parent</u></b></p> <p><b>Learning Intention:</b> Learning about the roles and responsibilities of carers and parents</p> <p><b>Learning Outcomes:</b> Identify some of the skills and qualities needed to be a parent and carer Understand the variety of ways in which parents and carers meet the needs of babies and children Recognise that both men and women can take on these roles and responsibilities</p> |  |  |
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Parents can withdraw children from lesson

### Appendix 5 Consultation Response (You said , We did)

After consulting with parents as part of our Relationship, Sex and Health Education (RSHE) , we received the following feedback. This feedback was from all parents from EYFS to Year 6.

As a result of the consultation, we have reviewed our RSHE policy and made a number of changes.

| Concern                                                                                                                           | Action                                                                                                                                   |
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| 1. Our children should not be taught anatomical terms (penis and vulva) in EYFS as the children are too young for this            | We have changed the curriculum so that the correct anatomical terms are introduced from year 1 and will be reviewed.                     |
| 2. I don't think Year 6 should not be watching an animated video showing sex- it is not appropriate!!                             | We will replace animated videos with static animated images instead                                                                      |
| 3. Having looked at the RSHE curriculum, I feel it is relevant for the times we are living in.                                    |                                                                                                                                          |
| 4. My child is too young to learn about Relationship and Sex                                                                      | Curriculum will be age appropriate and will be taught in the Summer term, giving the children time to mature throughout the school year. |
| 5. I feel the school has thought carefully about what topics are taught throughout the years especially AI and being safe online. | We will continue to review this, alongside the online safety and our safeguarding procedures.                                            |
| 6. Who will teach my child?                                                                                                       | Class teachers to deliver the curriculum as they have developed a trusted relationship                                                   |

