

# Relationships and Sex Education Policy



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## Aims

The aims of relationships and sex education (RSE) at Glemsford Primary Academy are to:

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

## Statutory requirements

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

We do not have to follow the National Curriculum but we are expected to offer all children 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 Glemsford Primary Academy we teach RSE as set out in this policy.

## Policy development

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

1. Review – a working group of trust staff pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – the policy was shared with all parents and interested parties and were asked to send written comments or questions about the policy to the working group
4. Child consultation – we investigated what exactly children want from their RSE
5. Ratification – once amendments were made, the policy was shared with the trust board and ratified

## Definition

RSE is about the emotional, social and cultural development of children, and involves learning about relationships, healthy lifestyles, diversity, personal identity and sex education.

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

RSE is not about the promotion of sexual activity.

## Curriculum

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

We have developed the curriculum in consultation with parents, children and staff, taking into account the age, needs and feelings of children.

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 their bodies change during puberty, what menstruation is and how it affects women. We always teach this with due regard for the emotional development of the children.

If children ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online. Children will be encouraged to discuss any unanswered questions at home with parents/carers.

Primary sex education will focus on:

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

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

## Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in the computing and physical education (PE) curriculum. Children are taught the correct scientific terminology for body parts.

Girls in year 5 receive a standalone curriculum session which focuses on menstruation. Children in Year 6 receive standalone curriculum sessions which focus on sexual education.

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

- › Families and people who care for me
- › Caring friendships
- › Respectful relationships
- › Online relationships
- › Being safe
- › Preparing boys and girls for the changes that adolescence brings
- › How a baby is conceived and born

For more information about our RSE curriculum see Appendices 1, 2 and 4

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).

## Roles and Responsibilities

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

## The Headteacher

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

## Staff

Staff are responsible for:

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

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

Class teachers and HLTAs are responsible for teaching RSE at Glemsford Primary Academy class teachers are responsible for the delivery of sex education lessons.

## Confidentiality

Teachers conduct sex education lessons in a sensitive manner and in confidence. 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 a matter of **child protection**. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency following protocols laid down in the child protection policy. If the teacher has concerns, they will draw their concerns to the attention of the Headteacher. The Headteacher will then deal with the matter in consultation with health care professionals. (See also Child Protection Policy).

## Children

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

## Parents

The school fully respects that the primary role in children's sex education 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 co-operation. In promoting this objective, we:

- Inform parents about the school's sex education policy and practice
- Answer any questions that parents may have about the sex education of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school.

## Parents' right to withdraw

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

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. If a parent wishes their child to be withdrawn from this part of the programme, they should discuss this with the Headteacher,

and make it clear which aspects they do not wish their child to participate in. The school always complies with the wishes of parents in this regard. Parents are required to confirm this in writing.

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

## **Training**

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

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

## **Monitoring arrangements**

The delivery of RSE is monitored by the PSHE leader through a range of methods including planning scrutinise, learning walks and pupil perceptions.

Children's development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed and approved by the Trust board annually and adopted by the governing body.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map At Glemsford Primary Academy

	EYFS	Year 1	Year 2
Autumn 1	<b>Being Me in my World</b> Self-identity Understanding Feelings Being in a Classroom Being Gentle Rights and Responsibilities	<b>Physical health and wellbeing: Fun times</b> <ul style="list-style-type: none"> <li>• food that is associated with special times, in different cultures</li> <li>• active playground games from around the world</li> <li>• sun-safety</li> </ul>	<b>Physical health and wellbeing: What keeps me healthy?</b> <ul style="list-style-type: none"> <li>• eating well</li> <li>• the importance of physical activity, sleep and rest</li> <li>• people who help us to stay healthy and well and about basic health and hygiene routines</li> </ul>
Autumn 2	<b>Celebrating Differences</b> Identifying Talents Being Special Families Where we live Making Friends Standing up for yourself	<b>Keeping safe and managing risk: Feeling safe</b> <ul style="list-style-type: none"> <li>• safety in familiar situations</li> <li>• personal safety</li> <li>• people who help keep them safe outside the home</li> </ul>	<b>Mental health and emotional wellbeing: Friendship</b> <ul style="list-style-type: none"> <li>• the importance of special people in their lives</li> <li>• making friends and who can help with friendships</li> <li>• solving problems that might arise with friendships</li> </ul>
Spring 1	<b>Dreams and Goals</b> Challenges Perseverance Goal Setting Overcoming obstacles Seeking help Jobs Achieving Goals	<b>Identity, society and equality:</b> <ul style="list-style-type: none"> <li>• what makes themselves and others special</li> <li>• roles and responsibilities at home and school</li> <li>• about being co-operative with others</li> </ul>	<b>Sex and relationship education: Boys and girls, families</b> <ul style="list-style-type: none"> <li>• to understand and respect the differences and similarities between people</li> <li>• the biological differences between male and female animals and their role in the life cycle</li> <li>• the biological differences between male and female children</li> <li>• growing from young to old and that they are growing and changing</li> <li>• everybody needs to be cared for and ways in which they care for others</li> <li>• different types of family and how their home –life is special</li> </ul>
Spring 2	<b>Healthy Me</b> Exercising Bodies Physical Activity Healthy Food Sleep Keeping Clean Safety	<b>Drug, alcohol and tobacco education: What do we put into and on to bodies?</b> <ul style="list-style-type: none"> <li>• what can go into bodies and how it can make people feel</li> <li>• what can go on to bodies and how it can make people feel</li> </ul>	
Summer 1	<b>Relationships</b> Family Life Friendships Breaking Friendships Falling Out Dealing with Bullying Being a good friend	<b>Mental health and emotional wellbeing: Feelings</b> <ul style="list-style-type: none"> <li>• different types of feelings</li> <li>• managing different feelings</li> <li>• change or loss and how this can feel</li> </ul>	<b>Keeping safe and managing risk: Indoors and outdoors</b> <ul style="list-style-type: none"> <li>• keeping safe in the home, including fire safety</li> <li>• keeping safe outside</li> <li>• road safety</li> </ul>
Summer 2	<b>Changing Me</b> Bodies Respecting my body Growing up Growth and change Fun and Fears Celebrations Transition into Year 1.	<b>Careers, financial capability and economic wellbeing: My money</b> <ul style="list-style-type: none"> <li>• where money comes from and making choices when spending money</li> <li>• about saving money and how to keep it safe</li> <li>• about the different jobs people do</li> </ul>	<b>Drug, alcohol and tobacco education: Medicines and me</b> <ul style="list-style-type: none"> <li>• why medicines are taken</li> <li>• where medicines come from</li> <li>• keeping themselves safe around medicines</li> </ul> Asthma lesson for Year 2 <ul style="list-style-type: none"> <li>• that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use</li> </ul>

	Year 3	Year 4	Year 5	Year 6
Autumn 1	<b>Drug, alcohol and tobacco education: Tobacco is a drug</b> <ul style="list-style-type: none"> <li>• the definition of a drug and that drugs (including medicines) can be harmful to people</li> <li>• the effects and risks of smoking tobacco and secondhand smoke</li> <li>• the help available for people to remain smoke free or stop smoking</li> </ul>	<b>Identity, society and equality: Democracy</b> <ul style="list-style-type: none"> <li>• Britain as a democratic society</li> <li>• how laws are made</li> <li>• learn about the local council</li> </ul>	<b>Physical health and wellbeing: In the media</b> <ul style="list-style-type: none"> <li>• messages given on food adverts can be misleading</li> <li>• role models</li> <li>• how the media can manipulate images and that these images may not reflect reality</li> </ul>	<b>Sex and relationship education: Healthy relationships / How a baby is made</b> <ul style="list-style-type: none"> <li>• the changes that occur during puberty</li> <li>• to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact</li> <li>• what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships</li> <li>• about human reproduction in the context of the human lifecycle</li> <li>• how a baby is made and grows (conception and pregnancy)</li> <li>• about roles and responsibilities of carers and parents</li> <li>• to answer each other's questions about sex and relationships</li> </ul>
Autumn 2	<b>Keeping safe and managing risk: Bullying – see it, say it, stop it</b> <ul style="list-style-type: none"> <li>• to recognise bullying and how it can make people feel</li> <li>• different types of bullying and how to respond to incidents of bullying</li> </ul>	<b>Drug, alcohol and tobacco education: Making choices</b> <ul style="list-style-type: none"> <li>• that there are drugs (other than medicines) that are common in everyday life, and</li> </ul>	<b>Identity, society and equality: Stereotypes, discrimination and prejudice</b> (including tackling homophobia) <ul style="list-style-type: none"> <li>• stereotyping, including gender stereotyping</li> </ul>	

	<ul style="list-style-type: none"> <li>• what to do if they witness bullying</li> </ul>	<p>why people choose to use them</p> <ul style="list-style-type: none"> <li>• the effects and risks of drinking alcohol</li> <li>• different patterns of behaviour that are related to drug use</li> </ul> <p>Asthma lesson for Year 4</p> <ul style="list-style-type: none"> <li>• that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use</li> </ul>	<ul style="list-style-type: none"> <li>• prejudice and discrimination and how this can make people feel</li> </ul>	<p>with confidence, where to find support and advice when they need it</p> <p>Additional lessons:(as part of SRE policy development)</p> <ul style="list-style-type: none"> <li>• some myths and misconceptions about HIV, who it affects and how it is transmitted</li> <li>• about how the risk of HIV can be reduced</li> <li>• that contraception can be used to stop a baby from being conceived</li> </ul>
Spring 1	<p><b>Mental health and emotional wellbeing: Strengths and challenges</b></p> <ul style="list-style-type: none"> <li>• celebrating achievements and setting personal goals</li> <li>• dealing with put-downs</li> <li>• positive ways to deal with set-backs</li> </ul>	<p><b>Physical health and wellbeing: What is important to me?</b></p> <ul style="list-style-type: none"> <li>• why people may eat or avoid certain foods (religious, moral, cultural or health reasons)</li> <li>• other factors that contribute to people’s food choices (such as ethical farming, fair trade and seasonality)</li> <li>• the importance of getting enough sleep</li> </ul>	<p><b>Keeping safe and managing risk: When things go wrong</b></p> <ul style="list-style-type: none"> <li>• keeping safe online</li> <li>• that violence within relationships is not acceptable</li> </ul>	<p><b>Drug, alcohol and tobacco education: Weighing up risk</b></p> <ul style="list-style-type: none"> <li>• the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs</li> <li>• assessing the level of risk in different situations involving drug use</li> <li>• ways to manage risk in situations involving drug use</li> </ul>
Spring 2	<p><b>Identity, society and equality: Celebrating difference</b></p> <ul style="list-style-type: none"> <li>• valuing the similarities and differences between themselves and others</li> <li>• what is meant by community</li> <li>• belonging to groups</li> </ul>	<p><b>Keeping safe and managing risk: Playing safe</b></p> <ul style="list-style-type: none"> <li>• how to be safe in their computer gaming habits</li> <li>• keeping safe near roads, rail, water, building sites and around fireworks</li> <li>• what to do in an emergency and basic emergency first aid procedure</li> </ul>	<p><b>Mental health and emotional wellbeing: Dealing with feelings</b></p> <ul style="list-style-type: none"> <li>• a wide range of emotions and feelings and how these are experienced in the body</li> <li>• times of change and how this can make people feel</li> <li>• the feelings associated with loss, grief and bereavement</li> </ul>	<p><b>Identity, society and equality: Human rights</b></p> <ul style="list-style-type: none"> <li>• people who have moved to Glemsford from other places, (including the experience of refugees)</li> <li>• human rights and the UN Convention on the Rights of the Child</li> <li>• homelessness</li> </ul>
Summer 1	<p><b>Careers, financial capability and economic wellbeing: Saving, spending and budgeting</b></p> <ul style="list-style-type: none"> <li>• what influences people’s choices about spending and saving money</li> <li>• how people can keep track of their money</li> <li>• the world of work</li> </ul>	<p><b>Sex and relationship education: Growing up and changing</b></p> <ul style="list-style-type: none"> <li>• the way we grow and change throughout the human lifecycle</li> <li>• the physical changes associated with puberty</li> <li>• menstruation and wet dreams</li> <li>• the impact of puberty in physical hygiene and strategies for managing this</li> <li>• how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty</li> </ul>	<p><b>Drug, alcohol and tobacco education: Different influences</b></p> <ul style="list-style-type: none"> <li>• about the risks associated with smoking drugs, including cigarettes, e - cigarettes, shisha and cannabis</li> <li>• different influences on drug use – alcohol, tobacco and nicotine products</li> <li>• strategies to resist pressure from others about whether to use drugs – smoking drugs and alcohol</li> </ul>	<p><b>Mental health and emotional wellbeing: Healthy minds</b></p> <ul style="list-style-type: none"> <li>• what mental health is</li> <li>• what can affect mental health and some ways of dealing with this</li> <li>• some everyday ways to look after mental health</li> <li>• the stigma and discrimination that can surround mental health</li> </ul>
Summer 2	<p><b>Physical health and wellbeing: What helps me choose?</b></p> <ul style="list-style-type: none"> <li>• making healthy choices about food and drinks</li> <li>• how branding can affect what foods people choose to buy</li> <li>• keeping active and some of the challenges of this</li> </ul>	<ul style="list-style-type: none"> <li>• strategies to deal with feelings in the context of relationships</li> <li>• to answer each other’s questions about puberty with confidence, to seek support and advice when they need it</li> </ul>	<p><b>Careers, financial capability and economic wellbeing: Borrowing and earning money</b></p> <ul style="list-style-type: none"> <li>• money can be borrowed but there are risks associated with this</li> <li>• enterprise</li> <li>• what influences people’s decisions about careers</li> </ul>	<p><b>Keeping safe and managing risk: Keeping safe - out and about</b></p> <ul style="list-style-type: none"> <li>• about feelings of being out and about in the local area with increasing independence</li> <li>• recognising and responding to peer pressure</li> <li>• the consequences of anti - social behaviour (including gangs and gang related behaviour)</li> </ul> <p><b>FGM</b></p> <ul style="list-style-type: none"> <li>• about the importance for girls to be protected against FGM</li> </ul>



## Appendix 2: By the end of primary school children should know

### Relationships Education

TOPIC	CHILDREN SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>○ That families are important for children growing up because they can give love, security and stability</li> <li>○ The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>○ That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>○ That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>○ That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>○ How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>○ How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>○ The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>○ That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>○ That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>○ How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>○ The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>○ Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>○ The conventions of courtesy and manners</li> <li>○ The importance of self-respect and how this links to their own happiness</li> <li>○ That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>○ About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>○ What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>○ The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>

TOPIC	CHILDREN SHOULD KNOW
Online Relationships	<ul style="list-style-type: none"> <li>○ That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>○ That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>○ The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>○ How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>○ How information and data is shared and used online</li> </ul>
Being Safe	<ul style="list-style-type: none"> <li>○ What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>○ About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>○ That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>○ How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>○ How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>○ How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>○ How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>○ Where to get advice e.g. family, school and/or other sources</li> </ul>

## Physical health and mental wellbeing (Statutory)

TOPIC	CHILDREN SHOULD KNOW
Mental wellbeing	<ul style="list-style-type: none"> <li>○ That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>○ That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>○ How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>○ How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>○ The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>○ Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>○ Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>○ That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>○ Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>○ It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>
Internet safety and harms	<ul style="list-style-type: none"> <li>○ That for most people the internet is an integral part of life and has many benefits.</li> <li>○ About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>○ How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>○ Why social media, some computer games and online gaming, for example, are age restricted</li> <li>○ That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>○ How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>○ Where and how to report concerns and get support with issues online.</li> </ul>

TOPIC	CHILDREN SHOULD KNOW
Physical health and fitness	<ul style="list-style-type: none"> <li>○ The characteristics and mental and physical benefits of an active lifestyle.</li> <li>○ The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>○ The risks associated with an inactive lifestyle (including obesity).</li> <li>○ How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
Healthy eating	<ul style="list-style-type: none"> <li>○ What constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>○ The principles of planning and preparing a range of healthy meals.</li> <li>○ The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> <li>○ The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
Health and prevention	<ul style="list-style-type: none"> <li>○ How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>○ About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>○ The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>○ About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>○ About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>○ The facts and science relating to allergies, immunisation and vaccination.</li> </ul>
Basic first aid	<ul style="list-style-type: none"> <li>○ How to make a clear and efficient call to emergency services if necessary.</li> <li>○ Concepts of basic first-aid, for example dealing with common injuries, including head injuries</li> </ul>
Changing adolescent body	<ul style="list-style-type: none"> <li>○ Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>○ About menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

### Appendix 3 – useful links and resources

The Brook Traffic Light Tool is a very useful resource to identify age appropriate behaviours:

[https://legacy.brook.org.uk/brook\\_tools/traffic/index.html?syn\\_partner=](https://legacy.brook.org.uk/brook_tools/traffic/index.html?syn_partner=)

The NSPCC Pants resources are useful to teach the correct body parts and terminology

<https://learning.nspcc.org.uk/research-resources/schools/pants-teaching>

The Jigsaw resources are useful, but they will need to be purchased

<https://www.jigsawpshe.com/>

The PSHE Association is a useful link

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

## Appendix 4 Glemsford Primary Academy RSE Curriculum Outcomes

At the end of this unit most pupils in Years 1& 2 will:

- be able to recognise names for the main external parts of the body
- be able to name the sexual parts with growing confidence using colloquial and usually scientific words with trusted adults
- be able to describe what their bodies can do and understand how amazing their body is
- show some understanding that their body belongs to them
- be able to describe some basic personal hygiene routines and understand how these can prevent the spread of disease.

Some pupils will not have made so much progress and will:

- show a limited knowledge of external body parts and be uncertain about naming sexual parts
- show a limited understanding of what their bodies can do and will need prompting to describe familiar actions
- need support in understanding their responsibility for their body's actions
- be able to answer simple questions about basic hygiene routines.

Some pupils will have progressed further and will:

- have a secure understanding of the main external body parts
- be able to name sexual parts and will often use the scientific names confidently with trusted adults
- be able to describe their body's capabilities and will understand about the different capabilities of others
- have a secure understanding of their own responsibility for their physical actions and will be starting to understand that their body belongs to them and therefore they have rights over their body
- have a clear idea of private body parts and want more privacy now they are older
- be able to describe the personal hygiene routines they carry out and some that are less familiar
- be able to describe some common illnesses and how the spread of these can be prevented

At the end of this unit most pupils in Years 3 and 4 will:

- be able to identify the main stages of the human lifecycle and identify the stage of an individual with reasonable accuracy
- be able to explain that a baby grows from a male seed and a female egg
- be able to explain ideas about being grown up and show they have a relatively realistic view of adulthood
- be able to identify an area for which they can take more

Responsibility

- be able to explain some ways that parents/carers are responsible for babies and understand that these responsibilities are based on the fact that a baby cannot look after itself.

Some pupils will not have made so much progress and will:

- be able to describe some of the stages of the human lifecycle and place an individual in a broad category or age
- be able to explain that a baby grows inside its mother
- be able to express some simple ideas about being grown up, which might be personalised rather than generalised observations e.g. I might drive a car. (Rather than 'Adults can drive cars if they pass their driving test.')
- be able to identify some responsibilities that adults have, but they may need support in identifying a new responsibility they are ready to take on now
- be able to name some basic tasks that parents carry out for babies, but be uncertain of the links between these tasks and the dependence of the baby.

Some pupils will have progressed further and will:

- be able to identify the main stages of the human lifecycle and identify accurately the stage of an individual
- be able to explain that when male sperm and female ovum join together a baby starts to grow
- be able to make intelligent generalisations about the responsibilities of adulthood
- be able to identify areas of new responsibilities they can take up now and in the near future as they approach the teenage years
- be able to explain ways that parents/carers are responsible for babies and understand the level of time, love and commitment a small baby needs.

At the end of this unit most pupils in Years 5 and 6 will:

- be able to describe the main stages of sexual reproduction, using some scientific vocabulary
- be able to describe some emotions associated with the onset of puberty and have strategies to deal with these positively
- understand that puberty affects people in different ways, both physically and emotionally
- understand that the way they behave affects others and that they have some responsibility to others to make sure they are not hurt
- describe some characteristics of loving, trusting relationships
- understand a few reasons a couple might choose to have children
- show awareness of some family arrangements which are different from their own.

Some pupils will not have made so much progress and will:

- be able to describe some aspects of sexual reproduction, and may need support to use scientific vocabulary and to order the stages
- have a solely negative or solely positive view of the emotions associated with puberty
- display a basic understanding of the different ways puberty affects different people
- show some understanding of how their behaviours and actions affect others, and need support to put this in practice
- have an understanding of adult relationships and emotions, based solely on personal experience
- show limited understanding that couples can choose to have children • show an understanding of the nature of different family arrangements, based on personal experience.

Some pupils will have progressed further and will:

- be able to describe in detail the stages of reproduction using mainly scientific vocabulary
- be able to describe a range of positive and negative emotions associated with the onset of puberty
- understand a wide range of ways that puberty affects people differently, both physically and emotionally
- understand that the way they behave, physically and socially, affects others and that they have a responsibility to others to make sure they are not hurt
- describe a wide range of characteristics of loving, trusting relationships of all sorts
- understand several reasons why a couple might choose to have children.
- show awareness of a range of different family arrangements and be able to verbalise the need to show respect.