



Bere Regis Primary and Pre-school

Relationships and Sex Education policy

October 2021

Our Vision Statement:

We at Bere Regis Primary and Pre-School work in partnership with parents to put children at the heart of learning.

We believe that every child is entitled to enjoy their childhood in a safe, secure and stimulating environment.

Children are valued and celebrated for their uniqueness, culture and heritage and are nurtured to achieve and develop their full potential.

every child in all aspects of learning by:

We, the staff, parents and governors aim to encourage each and every child in all aspects of learning by:

Working together as a team

Providing a rich and exciting curriculum

Ensuring smooth progression throughout the school

Meeting needs and catering for all abilities

Promoting curiosity and enthusiasm, independence and confidence

Encouraging awareness of rights and responsibilities, respect for others and self-esteem

Giving children opportunities to say what they think should happen when adults are making decisions that affect them

Promoting a healthy lifestyle where children's spiritual and moral development is nurtured

Approved by:

Date: October 2021

Next review due by:

October 2022

1. Aims

Through our PSHE curriculum, we aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective Relationships and Sex Education (RSE) to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens.

At Bere Regis Primary and Pre-school, RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. In addition, some

aspects of the RSE curriculum will be covered through:

- Science curriculum
- Computing
- Circle times
- Assemblies
- Stories
- PE in the context of health and hygiene

RSE is lifelong learning about personal, physical, moral and emotional development. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

The aims of Relationships, Sex and Health education (RSHE) at our school are to:

- Provide a consistent standard of relationships, sex and health education across the school;
- Help pupils develop feelings of self-respect, confidence and empathy;
- Promote responsible behaviour;
- Create a positive culture of communication around issues of relationships;
- Teach pupils the correct vocabulary to describe themselves and their bodies;
- Provide a framework in which sensitive discussions can take place;
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene;
- Give pupils an understanding of reproduction and sexual development;
- Ensure that all pupils, by the time they reach secondary school age, are well equipped to deal with the secondary RSHE curriculum;
- To provide all pupils with knowledge, skills, and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up and deal with risk;
- Combat exploitation.

2. Statutory requirements

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

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

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

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

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

At Bere Regis Primary and Pre-school we teach RSE as set out in this policy.

3. Policy development

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

- Review – a staff team, including teachers and pastoral support team, pulled together all relevant information including, relevant national guidance to create a new PHSE curriculum which included the RSE requirements. This was done in consultation with the PHSE linked governor and all teaching staff.
- Staff consultation – school staff were given the opportunity to look at the revised PHSE curriculum, which included the new RSE requirements and make recommendations.
- Parent consultation – parents were invited to review the new PHSE curriculum content, ask questions and give their views.
- Ratification – once amendments were made, the policy was shared with governors and ratified.
- Review – we aim to review this policy and curriculum, throughout the year in consultation with pupils and parents. A full review will be completed at the end of the two-year cycle – Sept 23

4. Definition

Within this policy, as in the DfE guidance, **Relationships Education** is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online.

For the purpose of this policy, **Health Education** is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the national curriculum for science.

For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of Science and those related elements (the physical changes associated with puberty) within statutory Health Education. RSE is not about the promotion of sexual activity.

5. Curriculum

Our RSE curriculum is embedded within our PHSE curriculum and is set out as per Appendix 1, however this will be adapted when necessary.

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

5.1 Statutory RSE Curriculum Content

Key objectives of the statutory **Relationships Education** curriculum are outlined below:

Families and people who care for me

By the end of Primary school, children should know:

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring Friendships

By the end of Primary school, children should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to physically or verbally aggressive behaviour is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

By the end of Primary school, children should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and granting in relationships with friends, peers and adults.

Online relationships

By the end of Primary school, children should know:

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being safe

By the end of Primary school, children should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult and others.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.

- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

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).

5.2 Statutory Science Curriculum Content

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

In Key Stage 1 (years 1 – 2) children learn:

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

In Key Stage 2 (years 3 – 6) children learn:

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

5.3 Non-statutory Sex Education

As part of statutory Health Education, children are taught in an age appropriate way about puberty and the associated physical and emotional changes from Year 3 onwards. As part of the science curriculum, children learn in Key Stage 1 (Years 1-2) that animals, including humans, have offspring which grow into adults. In

Years 5 and 6, they describe the changes as humans develop to old age and about how reproduction occurs in some plants and animals.

Alongside this, children in Year 3 are taught to recognise the signs and changes that may occur during the onset of puberty, in preparation for further lessons, in Year 4 which focus on emotional changes and menstruation. These lessons form part of the statutory requirements for Health Education.

The DfE guidance 2019 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs. This is taught in Years 3, 4, 5 and 6. Children are taught:

- that for a baby to begin to grow, part comes from a mother and part comes from a father; that in most animals including humans the baby grows inside the mother
- that when a sperm and egg meet, this is called conception; that conception usually occurs as a result of sexual intercourse, and what sexual intercourse means
- how a baby develops in the womb and how babies are born

We believe that teaching this additional content to pupils will ensure that they are better prepared for transition to secondary school and also support their personal and social development as they grow into young adults. As is legally prescribed, parents have a right to withdraw their children from these additional non-statutory sex education lessons – please see the relevant section within this policy in regard to this process.

The resources we use when teaching the non-statutory sex education units are available for parents/carers to view on request to the PHSE Lead (Mrs Brown).

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

6. Delivery of RSE curriculum

Our RSE curriculum will be delivered in an age appropriate and sensitive manner by their usual class teachers, a teacher known well to them or, when appropriate, a healthcare professional, as part of our PHSE curriculum. PHSE teaching is normally taught in mixed gender and class groups, although some RSE content will be taught in single age groups as appropriate. (see curriculum document in Appendix 1)

We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes.

Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching and PHSE or RSE content. Clear ground rules are established in partnership with the class and are reinforced at the start of each relevant lesson. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other
- Everyone gets a turn to speak, if they want to
- Everyone has a right not to speak
- Everyone's contribution is respected
- We don't ask or have to answer any personal questions
- We use anatomically correct language when we have learnt it

Dealing with sensitive issues and difficult questions

Pupil's questions will be dealt with honestly and sensitively and in an age appropriate way.

A questions box will be available for pupils to ask anonymous questions.

If staff are faced with a question they do not feel comfortable answering within the classroom, techniques such as the use of a question box, or creating a time to talk to a child individually will be used. Children may also be signposted back to parents/carers and the teacher will contact the parents/carers to give a context to the conversations that have been held in class.

If any questions raise safeguarding concerns, teachers will refer to the Designated Safeguarding Lead.

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

7. Roles and responsibilities

7.1 The governing board

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

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8 and Appendix 2).

7.3 Staff

Staff are responsible for:

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

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher. Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date.

7.4 Pupils

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

7.5 Parents

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

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

8. Parents' right to withdraw

As previously stated, the RSE curriculum consists of both statutory and non-statutory elements:

- Parents do not have the right to withdraw their children from the statutory elements of relationships education, health education or the science curriculum.
- Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Parents wishing to withdraw their children are invited to speak to the headteacher. The headteacher will explore the concern of the parents and the possibility of adjusting the programme or approach and will discuss any impact that withdrawal may have on the child. She will talk with the parents about the possible negative experiences or feelings that may result from withdrawal of the child and the ways in which these may be minimised. If the parent still wishes to withdraw their child, requests for withdrawal should be put in writing and addressed to the headteacher (See Appendix 2 for request form.). Once a child has been withdrawn they cannot take part in sex education until the request for withdrawal has been removed.

Alternative work will be given to pupils who are withdrawn from sex education and that child will work in another class for the duration of the lesson.

9. Equal Opportunities

Bere Regis Primary and Pre-school is committed to equality of opportunity in all aspects of school life. In RSE this will include:

- Examining and challenging gender stereotyping,
- Celebrating difference and diversity
- Ensuring a programme of Relationships Education that is relevant to all pupils

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated program will be provided where necessary.

10. Monitoring

The delivery of RSE is monitored by the Senior Leadership Team through, for example, planning scrutinies, learning walks, and lesson observations.

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

This policy will be reviewed by the headteacher (Rachael Brown) bi-annually. At each review, the policy will be approved by the governing body.

11. Further Policies

In conjunction with this policy, please also see:

- Behaviour and Discipline Policy
- Safeguarding and Child Protection Policy
- Anti-bullying Policy
- Online Safety Policy

Appendix 1: RSE Curriculum Map

Below are the RSE curriculum objectives for each class; these are taught within our PHSE curriculum. To view our full PHSE curriculum objectives, please follow this link <http://www.bereregis.dorset.sch.uk/wp-content/uploads/2021/10/PHSE-learning-objectives.pdf>

Pre-school RSE learning objectives

Relationships and Sex Education
<p><u>Relationships: Me and my Relationships, Valuing Difference, Keeping Safe, Changing and Growing</u></p> <ul style="list-style-type: none"> • Recognise that we are unique • Describe different feelings and use this skill to manage relationships • Understand that some families are different from theirs, but these families also love and care for one another • Recognise that we are unique • Describe different feelings and use this skill to manage relationships • Understand that some families are different from theirs, but these families also love and care for one another • Explain what they should do if they feel unsafe • Talk about change in the environment • Describe the changes in babies, young animals and plants as they grow • Broaden their expectations beyond potential stereotypes of what girls and boys like, do or look like.

Reception RSE learning objectives

Relationships and Sex Education	Science	E-safety
<p><u>Relationships: Me and my relationships, Valuing difference, Keeping Safe</u></p> <ul style="list-style-type: none"> • Be sensitive towards others and celebrate what makes each person unique. • Recognise that we can have things in common with others. • Know the importance of showing care and kindness towards others. 	<ul style="list-style-type: none"> • Understand that there are changes in nature and humans. • Name the different stages in childhood 	<ul style="list-style-type: none"> • Know age-appropriate ways to stay safe online.

<ul style="list-style-type: none"> • Demonstrate skills in building friendships and cooperation. • Name adults in their lives and those in their community who keep them safe. • Talk about how to keep their bodies healthy and safe. <p><u>Sex Education: Changing and Growing</u></p> <ul style="list-style-type: none"> • Understand that babies are made by a man and a woman. • Use the correct vocabulary when naming the different parts of the body. 	and growing up.	
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Key Stage 1 (Year 1 and 2) RSE learning objectives

Relationships and Sex Education	Science	E-safety
<p><u>Relationships: Me and my Relationships, Valuing difference,</u></p> <ul style="list-style-type: none"> • Understand that classroom rules help everyone to learn and be safe; • Suggest actions that will contribute positively to the life of the classroom; • Explain their classroom rules and be able to contribute to making these. • Recognise and explain what is fair and unfair, kind and unkind; • Suggest ways they can show kindness to others; describe and record strategies for getting on with others in the classroom. • Recognise and describe acts of kindness and unkindness; explain how these impact on other people's feelings; • Identify some of the physical and non-physical differences and similarities between people; begin to appreciate the positive aspects of these differences; • Know and use words and phrases that show respect for other people. • Identify simple qualities of friendship; suggest simple strategies for making up. • Recognise how a person's behaviour (including their own) can affect other people. • Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; understand that bullying is usually quite rare. • Recognise that there are different types of bullying and unkind behaviour; understand that both are unacceptable ways of behaving. 	<ul style="list-style-type: none"> • Notice that animals, including humans, have offspring which grow into adults. • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense 	<ul style="list-style-type: none"> • Know that you are not allowed to touch someone's private belongings without their permission; • Give examples of different types of private information; • Understand 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; • Know who to go to if they come across an unsafe scenario when using the computer.

- Understand and describe strategies for dealing with bullying: rehearse and demonstrate some of these strategies.
- Identify some of the people who are special to them; recognise and name some of the qualities that make a person special to them.
- Recognise that they belong to various groups and communities who can help them stay safe; explain how these people help us and we can also help them to help us.
- Identify situations in which they would feel safe or unsafe; suggest actions for dealing with unsafe situations including who they could ask for help.

Health and Wellbeing: Keeping Safe (Let's Talk PANTS – NSPCC)

- Explain what privacy means; identify which parts of the human body are private;
- Explain the difference between appropriate and inappropriate touch;
- Understand that they have the right to say “no” to unwanted touch;
- Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.

Sex Education: Changing and Growing

Year 1

- Use the correct vocabulary when naming the different parts of the body.

Year 2

- Explain that a person's genitals help them to make babies when they are grown up;
- Understand that humans mostly have the same body parts but that they can look different from person to person.

Lower Key Stage 2 (Year 3 and 4) RSE learning objectives

Relationships and Sex Education	E-safety
<p><u>Relationships: Me and My Relationships, Valuing difference, Rights and Responsibilities, Changing and Growing</u></p> <ul style="list-style-type: none"> • Suggest appropriate rules for a range of settings; consider the possible consequences of breaking the rules. • Suggest and engage with ways that they can contribute to the decision-making process in school; recognise that everyone can make a difference within a democratic process. • Understand that humans have rights and also responsibilities; identify some rights and also responsibilities that come with these. • Define the word influence; understand that we can be influenced both positively and negatively; recognise that reports in the media can influence the way they think about a topic; • Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner. • Identify different types of relationships; recognise who they have positive healthy relationships with. • Explain what we mean by a 'positive, healthy relationship'; describe some of the qualities that they admire in others. • Identify qualities of friendship; • Suggest reasons why friends sometimes fall out; rehearse and use, now or in the future, skills for making up again. • Recognise that there are times when they might need to say 'no' to a friend; describe appropriate assertive strategies for saying 'no' to a friend. • Explain what a dare is; understand that no-one has the right to force them to do a dare; • Define and demonstrate cooperation and collaboration for working on a collaborative task; identify the different skills that people can bring to a group task; • Understand that marriage is a commitment to be entered into freely and not against someone's will; know the legal age for marriage in England or Scotland; • Recognise that marriage includes same sex and opposite sex partners; • Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony. 	<ul style="list-style-type: none"> • Explain why we have rules; explore why rules are different for different age groups, in particular for internet-based activities; • Recognise and describe appropriate behaviour online as well as offline; • Identify what constitutes personal information and when it is not appropriate or safe to share this; • Identify images that are safe/unsafe to share online; know and explain strategies for safe online sharing; • Recognise potential risks associated with browsing online; give examples of strategies for safe browsing online. • Evaluate the validity of statements relating to online safety;

Health Education: Keeping Safe

- Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; identify situations which are either dangerous, risky or hazardous and suggest ways of reducing or managing those risks.
- Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.
- Identify key people who are responsible for them to stay safe and healthy; suggest ways they can help these people.;
- Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; understand and explain how to get help.
- Understand what is meant by the term body space (or personal space); identify when it is appropriate or inappropriate to allow someone into their body space;
- Rehearse strategies for when someone is inappropriately in their body space.
- Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;
- Know who they could ask for help if a secret made them feel uncomfortable or unsafe.

Sex education: Changing and Growing

Year 3

- Recognise that babies come from the joining of an egg and sperm;
- Explain what happens when an egg doesn't meet a sperm;
- Understand that for girls, periods are a normal part of puberty.

Year 4

- Identify parts of the body that males and females have in common and those that are different; know the correct terminology for their genitalia;
- Understand and explain why puberty happens.
- Know the key facts of the menstrual cycle; understand that periods are a normal part of puberty for girls;
- Identify some of the ways to cope better with periods.

Upper Key Stage 2 (Year 5 and 6) RSE learning objectives

Relationships and Sex Education	Science	• E-safety
<p><u>Relationships: Me and My Relationships, Valuing Difference, Rights and Responsibilities, Changing and Growing</u></p> <ul style="list-style-type: none"> • Define the differences between responsibilities, rights and duties; discuss what can make them difficult to follow; • Identify the impact on individuals and the wider community if responsibilities are not carried out. • Explain some of the areas that local councils have responsibility for; • Understand that local councilors are elected to represent their local community; • Recognise reasons for rules and laws; consequences of not adhering to rules and laws. • Understand what is meant by community; explain what being part of a school community means to them; suggest ways of improving the school community; • Understand the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • Define what is meant by the term stereotype; recognise how the media can sometimes reinforce gender stereotypes; challenge stereotypical gender portrayals of people; • Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; understand and describe the language and techniques that make up a biased report; analyse a report and extract the facts from it. • Identify risk factors in a given situation and consider outcomes of risk taking in this situation, including emotional risks; explain how a risk can be reduced; • Describe the attributes needed to work collaboratively; give examples of how they have worked collaboratively and demonstrate a collaborative approach to a task; • Explain what is meant by the terms negotiation and compromise; suggest positive strategies for negotiating and compromising within a collaborative task; • Describe qualities of a strong, positive friendship; describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative). • Describe ways of making a friendship last; explain why friendships sometimes end. • Reflect on their own friendship qualities; recognise some of the challenges that arise 	<ul style="list-style-type: none"> • Describe the life process of reproduction in some plants and animals • Describe the changes as humans develop to old age • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents 	<ul style="list-style-type: none"> • Understand that the information we see online, either text or images, is not always true or accurate; • Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them; • Know the legal age (and reason behind these) for having a social media account; • Understand why people don't tell the truth and often post only the good bits about themselves, online; recognise that people's lives are much more balanced in real life, with positives and negatives. • Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face; understand that online communication can be misinterpreted; • Understand and describe the ease with which something posted online can spread. • Identify strategies for keeping personal information

<p>from friendships;</p> <ul style="list-style-type: none"> • Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach. • Identify what things make a relationship unhealthy; • Identify who they could talk to if they needed help; • Demonstrate strategies to deal with both face-to-face and <u>online bullying</u>; demonstrate strategies and skills for supporting others who are bullied; • Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; describe positive attributes of their peers. • Describe the consequences of reacting to others in a positive or negative way; suggest ways that people can respond more positively to others. • Identify and describe the different groups that make up their school/wider community/other parts of the UK; describe the benefits of living in a diverse society; • Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. • Know that all people are unique but that we have far more in common with each other than what is different about us; • Develop an understanding of discrimination and its injustice, and describe this using examples; • Empathise with people who have been, and currently are, subjected to injustice, including through racism; • Understand and explain the difference between sex, gender identity, gender expression and sexual orientation. • Consider how discriminatory behaviour can be challenged. • Demonstrate ways of showing respect to others, using verbal and non-verbal communication. • Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this • Describe ways in which people show their commitment to each other; • Know the ages at which a person can marry, depending on whether their parents agree; 		<p>safe online; describe safe behaviours when using communication technology.</p> <ul style="list-style-type: none"> • Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private; • Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face; • Recognise disrespectful behaviour online and know how to respond to it. <p><u>Year 6 only</u></p> <ul style="list-style-type: none"> • Know that it is illegal to create and share sexual images of children under 18 years old; • Explore the risks of sharing photos and films of themselves with other people directly or online; • Understand the risks of sharing images online and how these are hard to control, once shared;
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- Understand that everyone has the right to be free to choose who and whether to marry.

Health Education: Keeping Safe, Changing and Growing

- Understand what kinds of touch are acceptable or unacceptable; describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.
- Explain the difference between a safe and an unsafe secret; identify situations where someone might need to break a confidence in order to keep someone safe.
- Know where someone could get support if they were concerned about their own or another person's safety.

Sex Education: Changing and Growing

Year 5

- Know the correct words for the external sexual organs;
- Discuss some of the myths associated with puberty; identify some products that they may need during puberty and why; know what menstruation is and why it happens.

Year 6

- Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; suggest strategies that would help someone who felt challenged by the changes in puberty;
- Understand what FGM is and that it is an illegal practice in this country;
- Identify the changes that happen through puberty to allow sexual reproduction to occur;
- Know a variety of ways in which the sperm can fertilise the egg to create a baby;
- Know the legal age of consent and what it means.
- Explain how HIV affects the body's immune system; understand that HIV is difficult to transmit; know how a person can protect themselves from HIV.

Appendix 2: Parent form: withdrawal from sex education within RSE

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	
Headteacher's signature	