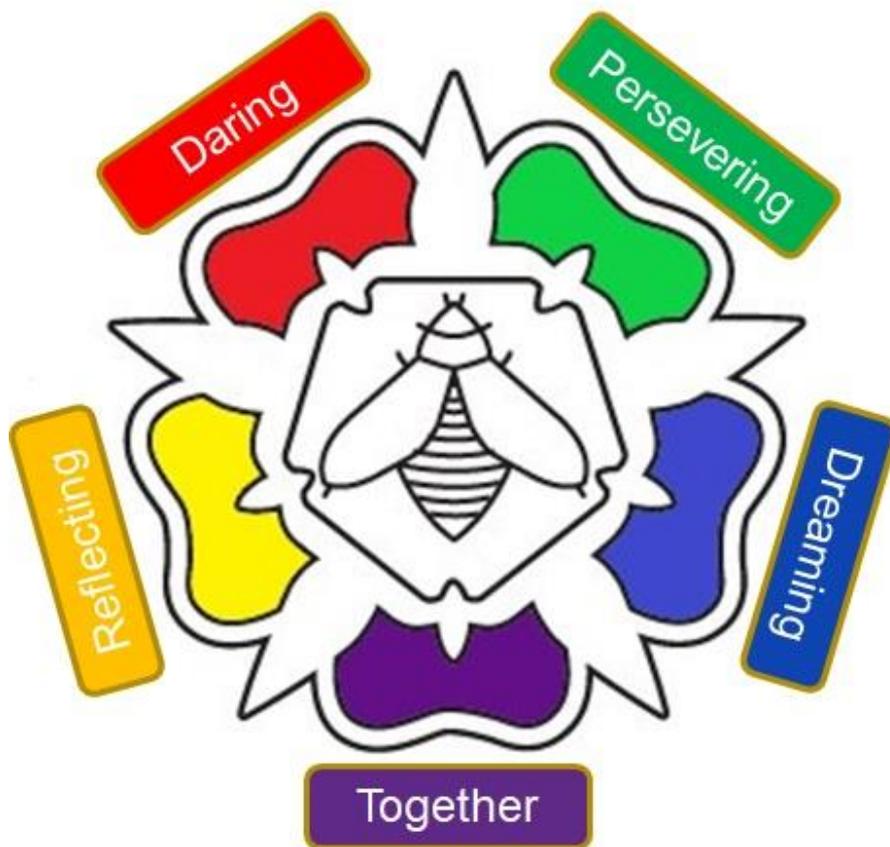


# Round Hill Primary School



Dream, believe, achieve together.

## Relationships and Sex Education Policy (RSE Policy) Updated 2021

## **Intent**

Relationships Education is concerned with helping children understand the characteristics of healthy, positive relationships, particularly with regard to friendships, family relationships, and relationships with other children and adults.

Relationships and Sex Education (RSE) teaches about the physical, social, emotional and moral aspects of growing up. It is about learning what sex, sexuality and sexual health are, and understanding the importance of loving and caring relationships. It aims to equip children and young people to go on to have safe, fulfilling relationships, and take responsibility for their own sexual health and wellbeing. Current DfE guidance encourages schools to 'foster pupils' self-efficacy so that they can manage risk and gain the knowledge needed to make informed decisions, form opinions and make choices about their own and others' overall health and behaviour'.

Research demonstrates that high quality, comprehensive Relationships and Sex Education does not make young people more likely to become sexually active at a younger age. Additionally, answering children's questions about sex and sexuality in a sensitive and age-appropriate way may prevent the need for them to turn to inappropriate sources of information, for example online.

RSE promotes self-esteem and emotional health and wellbeing; it helps children to form and maintain worthwhile and satisfying relationships based on respect for themselves and others at home, at school and in the community.

In particular, pupils need to know which behaviours can put their own mental and physical health at risk and they need to know when and how to seek help for themselves and others. In today's world, they need to be fully aware of the kinds of harm which can happen to them on the Internet and how to keep themselves safe online.

At Round Hill we provide children with a challenging and engaging RSE curriculum which uses a range of approaches to deliver the five key areas of the National Curriculum: Families and People who Care for Me, Caring Friendships, Respectful Relationships, Online Relationships and Being Safe. Underpinning this pedagogy is a belief that all children can achieve much in RSE. We believe in promoting sustained and deep understanding by employing a variety of strategies; our approach aims to provide all children with full access to the curriculum, enabling them to develop independence, confidence and competence.

By the end of Key Stage 2, we want our children to be happy and confident with an understanding of how to develop and look after their own mental and physical health. They need to understand their personal boundaries and how to maintain these. We want our pupils to have skills, knowledge and understanding that can be recalled quickly and applied in different contexts. They need to be independent thinkers, able to make rich connections between their learning in school and real life.

## **Implementation**

We deliver RSE objectives in the spring / summer term of each year so that pupils and teachers have had adequate time to get to know each other and build meaningful relationships.

In order to fulfil our aims in teaching RSE, we use the objectives set out in the Christopher Winter Project (CWP). This scheme delivers a spiral curriculum which allows children to revisit themes and consolidate their knowledge and understanding as they progress through school. The materials that this programme uses have been credited by the PSHE Association as age-suitable and outstanding resources that meet the guidance from the DfE. Please see below for a curriculum map of what is taught in each year group. The lesson plans set out in the CWP are always adapted by teachers to suit the learning needs of the individuals in their class.

For the delivery of Sex Education, mixed-age classes will be separated into single-age groups and only age-appropriate material will be taught.

A range of teaching methods and resources are used to teach Relationships and Sex Education in a helpful and engaging way. These include videos, whiteboard presentations, physical resources (for example models), discussions, debates, Q&A sessions, secret question boxes, fiction books, non-fiction books, puppets, leaflets, case studies, drama and role play.

### **Who teaches SRE, where and to whom?**

Relationships and Sex Education is delivered through Relationships Education, science, Religious Education, Personal, Social and Health Education and literacy activities. It is taught by class teachers and assistant teachers in school. We will always endeavour to teach it in a space with which the children are familiar, and which provides an adequate level of privacy for the lessons to take place undisturbed. RSE will always be taught by a member of staff with whom the group is familiar – almost always their class teacher.

The teaching of RSE will involve some direct whole-class teaching as well as group, paired or individual activities. Relationships and Sex Education is usually delivered in mixed-gender groups. However, there may be occasions where single-gender groups are more appropriate and relevant.

### **Time Allocation**

We do not have a fixed amount of time allocated per week for RSE teaching. Each year group has specific objectives that need to be taught by the end of the summer term. The Christopher Winter Project offers three lessons per year group, with each lesson advised to last approximately one hour. Other lessons may also be used to ensure that all of the necessary curriculum objectives are taught in the most appropriate way for our children. Many of the objectives will be taught as discrete lessons due to what has to be covered.

### **Impact**

Impact is evidenced through:

- Pupils' understanding of how to build and sustain productive and meaningful relationships, e.g. with their families and with children and adults in school
- Pupils' ability to pre-empt uncomfortable or unsafe situations (in real life and online) and avoid them
- Pupils' ability to recognise when they are uncomfortable or unsafe (in real life and online) and to know where to seek help, persisting until they are heard
- Pupils' ability to protect their own mental and physical health, avoiding harmful behaviours
- Pupils' demonstrations that they have retained key knowledge – e.g. by using strategies and ideas taught to resolve disputes, etc.
- Pupils' use and understanding of the identified vocabulary for RSE
- Pupils' class work and their ability to ask relevant questions, make connections and build on previous learning
- Pupils' performance in low-stakes assessments / quizzes where appropriate
- Pupils' self-evaluations
- Pupils' high aspirations, which will see them through to further study, work and a successful adult life.

### **Legal Context**

The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017, and state that pupils receiving primary education must be taught Relationships Education, pupils receiving secondary education must be taught RSE and all primary and secondary pupils must be taught Health Education. The new subjects of Relationships Education and RSE must be taught in all maintained schools, academies and independent schools.

To give effect to the duty in section 34 of the 2017 Act and the power in section 35 of that Act, the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 amended existing provisions in the Education Act 1996 and the Education Act 2002 and inserted new provisions into the Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007, the Education (Independent School Standards) Regulations 2014 and the Non-Maintained Special Schools (England) Regulations 2015. The new provisions included a requirement for the Secretary of State to publish guidance on Relationships Education, RSE, and Health Education; they required schools to have regard to that guidance and to make a statement of policy on their provision of Relationships Education and RSE. They also set out the circumstances in which a pupil is to be excused from RSE.

### **Policy Scope**

This policy applies to all members of the Round Hill Primary School community who are involved in the planning and delivery of RSE.

### **Policy Development**

This policy has been developed by the RSE subject leaders in consultation with the Round Hill Senior Leadership Team, the Governors and stakeholders including teachers, pupils and their families.

### **Policy Aims**

This policy aims to ensure that Round Hill Primary School provides an RSE education that both complies with national requirements and meets the needs of the school. Listed below are the Relationships Education objectives that should be taught by the end of primary school according to current guidance from the DfE.

Families and people who care for me	<p>Pupils should know</p> <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	<p>Pupils should know</p> <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	<p>Pupils should know</p> <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></ul>

	<ul style="list-style-type: none"> <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>
Online relationships	<p>Pupils should know</p> <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	<p>Pupils should know</p> <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>
<p><b>(Health Education)</b>  <b>Mental Wellbeing</b>  <b>Changing Adolescent Body</b></p>	

### **Equal opportunities**

The protected characteristics within the Equality Act that are relevant to the children we are teaching are disability, age, gender reassignment, race, religion / belief and sexual orientation. All of these groups must be represented and be able to access the curriculum, even if children are not yet aware, for example, of their sexual orientation. At Round Hill, we understand that children must not feel judged for whatever their present or future lifestyle choices might be. Our resources will not present stereotypes and staff will think carefully about judgments that may be present in the language that they use with children.

### **Supporting Children with Special Educational Needs and Disabilities**

Disability is a protected characteristic within the Equality Act that is relevant to the children we are teaching.

Teaching strategies and resources will be differentiated as appropriate to address the needs of children with SEND in order for them to have full access to the content of sex and relationship education. Extra learning time and specialist resources (including assistive technology) will be made available to children with SEND where necessary.

### **Roles and Responsibilities**

The delivery of our RSE curriculum is a collective responsibility. The following section outlines the roles and responsibilities of individuals and groups within the school in relation to RSE.

The Governing Body	<ul style="list-style-type: none"> <li>• The Governing Body will review this policy on a regular basis and support the Head Teacher and RSE Leaders in their implementation of the policy.</li> <li>• The Governing Body will work with the Senior Leaders to ensure that the RSE policy and other policies that link to it are upheld and suitably resourced.</li> <li>• They will check that the subjects is resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.</li> <li>• They will check that teaching is delivered in ways that are accessible to all pupils with SEND.</li> <li>• They will check that this subject is well led, effectively managed and well planned.</li> <li>• They will check that clear information is provided for parents on the subject content and the right to request that their child is withdrawn.</li> </ul>
The Senior Leaders	<ul style="list-style-type: none"> <li>• The Senior Leaders will support and hold to account the RSE Leaders in carrying out their responsibilities.</li> <li>• They will ensure that the other policies that the RSE Policy links to are up to date and fully implemented.</li> <li>• They will strive to provide suitable resources and training to support the aims of this policy.</li> <li>• They will endeavour to address any issues that may come to light in a timely manner.</li> </ul>
The RSE Curriculum Leaders	<ul style="list-style-type: none"> <li>• The RSE Leaders will ensure that this policy is disseminated and implemented.</li> <li>• They will regularly monitor the subject through staff questionnaires, pupil interviews and book audits. They will produce MSRs with next steps identified.</li> <li>• The RSE Leaders will keep parents informed and up to date with our RSE programme through appropriate communication and the materials available online.</li> <li>• They will ensure that the RSE objectives specific to each year group are taught by the end of the summer term.</li> <li>• They will ensure that they keep up to date with statutory requirements and recommendations in relation to RSE and communicate these as needed in a timely manner to the Senior Leaders and teaching staff.</li> <li>• They will review and revise this policy regularly.</li> <li>• They will produce actions plans for RSE regularly</li> <li>• They will endeavour to address any issues that may come to light in a timely manner.</li> </ul>
Teaching Staff	<ul style="list-style-type: none"> <li>• The teaching staff will ensure they have familiarised themselves with all elements of this policy and understand what is required of them, seeking clarification from the RSE Leaders if they are unsure.</li> <li>• They will ensure that they plan their RSE delivery as set out in the CWP resources.</li> <li>• They will ensure that parents are notified when UKS2 children are going to receive RSE and given an overview of what will be taught.</li> <li>• Where necessary, they will consult with the RSE Leaders for support with carrying out their responsibilities regarding delivering RSE.</li> <li>• They will follow welfare and child protection procedures to carry out their Safeguarding Duty if, during the course of their RSE teaching, they have a concern.</li> <li>• They ensure that they follow the school's Teaching and Learning policy to help deliver good RSE teaching and learning.</li> <li>• They will endeavour to address any issues that may come to light in a timely manner.</li> </ul>
Support Staff	<ul style="list-style-type: none"> <li>• Support staff will familiarise themselves with all relevant elements of the RSE Policy and understand what is required of them, seeking clarification from the RSE Leaders if they are unsure.</li> <li>• They will support the teaching staff in carrying out their responsibilities for teaching SRE.</li> <li>• They will follow welfare and child protection procedures to carry out their safeguarding duties if, during the course of RSE teaching or at any other time, they have a concern.</li> </ul>
Children	<p>Our children must:</p> <ul style="list-style-type: none"> <li>• Remember to adhere to agreed 'ground rules' when taking part in RSE lessons.</li> <li>• Remember to follow the Home-School Agreement.</li> </ul>

Parents / Carers	We would like our parents and carers to: <ul data-bbox="438 185 1412 273" style="list-style-type: none"><li data-bbox="438 185 1236 219">• Support the school as outlined in the Home-School Agreement.</li><li data-bbox="438 219 1412 273">• Contact the school in writing should they wish to withdraw their child from Sex Education teaching.</li></ul>
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## Curriculum Map for RSE

<p><b>Foundation Stage</b></p>	<p><b>Relationships Education</b>  <b>Families and people who care for me</b>            To understand that families are important for children growing up because they can give love, security and stability.</p> <p><b>Caring friendships</b>            To recognise the importance of friendships and know that they help make me feel happy and secure.            To consider how people choose and make friends.            To know 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.</p> <p><b>Respectful Relationships</b>            To understand the conventions of courtesy and manners.</p> <p><b>Online Relationships</b>            To know that I should only use the Internet with a grown-up's permission and supervision.</p> <p><b>Being Safe</b>            To know who to go to if I am worried and how to get their attention. To know that I should keep asking until I am listened to.</p> <p><b>Health Education</b>  <b>Mental Wellbeing</b>            To know 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.            To understand how to recognise and talk about my emotions, including having a varied vocabulary of words to use when talking about my own and others' feelings.            To know that isolation and loneliness can affect children and that it is very important for me to discuss my feelings with an adult and seek help.</p>	<p>Lesson 1 Our Day</p> <p>Lesson 2 Keeping Ourselves Clean</p> <p>Lesson 3 Families</p> <p><b>Foundation Stage Key Vocabulary</b>            Friendship, kindness, happy, sad, shy, feelings, lonely, sorry, angry, family, mum, dad, brother, sister, grandma, granddad, step mum, step dad, foster mum, foster dad</p>
<p><b>Year One</b></p>	<p><b>Relationships Education</b>  <b>Families and people who care for me</b>            To understand that families are important for children growing up because they can give love, security and stability.            To know about 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.            To understand that others' families, either in school or in the wider world, sometimes look different from my family, but that I should respect those differences and know that other children's families are also characterised by love and care.            To know 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.            To know how to recognise if family relationships are making me feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p><b>Caring friendships</b>            To understand how to recognise who to trust and who not to trust.            To be able to judge when a friendship is making me feel unhappy or uncomfortable. To be able to manage conflict, understanding how to manage these situations and how to seek help or advice from others if needed.</p> <p><b>Respectful Relationships</b>            To understand the conventions of courtesy and manners.            To understand the importance of self-respect and how this links to their own happiness.</p> <p><b>Online Relationships</b>            To know that I should only use the Internet with a grown-up's permission and supervision.            To recognise that I share a responsibility for keeping myself and others safe online; to know when to say, "Yes", "No", "I'll ask" or, "I'll tell".</p> <p><b>Being Safe</b>            To know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.            To know how to recognise and report feelings of being unsafe or feeling bad about any adult.            To understand that they must persist until they are listened to.</p> <p><b>Health Education</b>  <b>Mental Wellbeing</b>            To know 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.            To know 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.</p> <p><b>Key Stage 1 Science</b>            To be able to identify, name, draw and label the basic parts of the human body.</p>	<p>Lesson 1 Keeping Clean</p> <p>Lesson 2 Growing and Changing</p> <p>Lesson 3 Families and Care</p> <p><b>Year 1 Key Vocabulary</b>            Friends, feelings, similar, different, family, boy, girl, male, female, private parts, penis, vulva</p>
<p><b>Year Two</b></p>	<p><b>Relationships Education</b>  <i>Families and people who care for me</i></p>	<p>Lesson 1 Differences: Boys and Girls</p>

	<p><i>To understand that families are important for children growing up because they can give love, security and stability.</i>  <i>To know about 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.</i>  <i>To understand that others' families, either in school or in the wider world, sometimes look different from my family, but that I should respect those differences and know that other children's families are also characterised by love and care.</i>  <i>To know 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.</i>  <i>To know how to recognise if family relationships are making me feel unhappy or unsafe, and how to seek help or advice from others if needed.</i></p> <p><b>Caring friendships</b>  <i>To understand how to recognise who to trust and who not to trust.</i>  <i>To be able to judge when a friendship is making me feel unhappy or uncomfortable. To be able to manage conflict, understanding how to manage these situations and how to seek help or advice from others if needed.</i></p> <p><b>Respectful Relationships</b>  <i>To understand the conventions of courtesy and manners.</i>  <i>To know what a stereotype is, and how stereotypes can be unfair, negative or destructive.</i></p> <p><b>Online Relationships</b>  <i>To know that I should only use the Internet with a grown-up's permission and supervision.</i>  <i>To recognise that I share a responsibility for keeping myself and others safe online; to know when to say, "Yes", "No", "I'll ask" or, "I'll tell".</i></p> <p><b>Being Safe</b>  <i>To know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</i>  <i>To know how to recognise and report feelings of being unsafe or feeling bad about any adult.</i>  <i>To understand that they must persist until they are listened to.</i></p> <p><b>Health Education</b>  <b>Mental Wellbeing</b>  <i>To know 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.</i>  <i>To know 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.</i></p> <p><b>Key Stage 1 Science</b>  <i>To be able to identify, name, draw and label the basic parts of the human body.</i>  <i>To notice that animals, including humans, have offspring that grow into adults.</i></p>	<p>Lesson 2 Differences: Male and Female</p> <p>Lesson 3 Naming the Body Parts</p> <p><b>Year 2 Key Vocabulary</b>  Similar, different, sex, gender roles, stereotypes, boy, girl, male, female, private parts, penis, vulva</p>
Year Three	<p><b>Relationships Education</b>  <b>Families and people who care for me</b>  <i>To understand that families are important for children growing up because they can give love, security and stability.</i>  <i>To know about 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.</i></p>	<p>Lesson 1 Differences: Male and Female</p> <p>Lesson 2 Personal Space</p> <p>Lesson 3 Family Differences</p>

	<p>To understand 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.          To know 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.          To know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p><b>Caring friendships</b>          To know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage conflict and how to seek help or advice from others if needed.</p> <p><b>Respectful Relationships</b>          To understand the conventions of courtesy and manners.          To know that in school and in wider society I can expect to be treated with respect by others, and that in turn I should show due respect to others, including those in positions of authority.          To understand 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.          To learn 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.</p> <p><b>Online Relationships</b>          To learn about cyberbullying, the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p><b>Being Safe</b>          To know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).          To understand 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.          To know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.          To know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.          To understand how to ask for advice or help for themselves or others, and to keep trying until they are heard.          To know where to get advice e.g. family, school and/or other sources.          To know how to report concerns or abuse, and have the vocabulary and confidence needed to do so.</p> <p><u>Health Education</u>  <u>Mental Wellbeing</u>  <i>To know 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.          To know 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.</i></p>	<p><b>Year 3 Key Vocabulary</b>          Stereotypes, gender roles, similar, different, male, female, private parts, penis, testicles, vulva, vagina, uterus, family, fostering, adoption, relationship</p>
<p><b>Year Four</b></p>	<p><b>Relationships Education</b>  <b>Families and people who care for me</b>  <i>To understand that families are important for children growing up because they can give love, security and stability.          To know about 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.          To understand 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.          To know 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.          To know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</i></p> <p><b>Caring friendships</b>          To recognise the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.          To understand that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.          To know 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.          To know how to recognise who to trust and who not to trust, how to judge when a friendship is making me feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed.</p> <p><b>Respectful Relationships</b>          To understand the conventions of courtesy and manners.          To know that in school and in wider society I can expect to be treated with respect by others, and that in turn I should show due respect to others, including those in positions of authority.          To recognise the importance of respecting others, even when they are very different from me (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.          To understand the importance of self-respect and how this links to their own happiness.          To know 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.          To understand the importance of permission-seeking and permission-giving in relationships with friends, peers and adults.</p> <p><b>Online Relationships</b>          To 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.          To know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.          To be able to critically consider my online friendships and sources of information, including having an awareness of the risks associated with people I have never met.</p>	<p>Lesson 1          Growing and Changing</p> <p>Lesson 2          What is puberty?</p> <p>Lesson 3          Puberty Changes and Reproduction</p> <p><b>Year 4 Key Vocabulary</b>          Puberty, life cycle, reproduction, physical, breasts, egg, sperm, pubic hair, emotional, feelings</p>

	<p><b>Being Safe</b>  <i>To know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</i>  <i>To understand 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.</i>  <i>To know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</i>  <i>To know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</i>  <i>To understand how to ask for advice or help for themselves or others, and to keep trying until they are heard.</i>  <i>To know where to get advice e.g. family, school and/or other sources.</i>  <i>To know how to report concerns or abuse, and have the vocabulary and confidence needed to do so.</i></p> <p><b>Health Education</b>  <b>Mental Wellbeing</b>          To know that mental wellbeing is a normal part of daily life, in the same way as physical health.          To know 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.          To know how to recognise and talk about my emotions, including having a varied vocabulary of words to use when talking about my own and others' feelings.          To be able to judge whether what they are feeling and how they are behaving is appropriate and proportionate.          To learn simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p><b>Changing Adolescent Body</b>          To know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p><b>Key Stage 2 Science</b>          To be able to describe the life process of reproduction in some plants and animals.          To be able to describe the changes that humans go through as they develop to old age.</p>	
Year Five	<p><b>Relationships Education</b>          Families and people who care for me  <i>To understand that families are important for children growing up because they can give love, security and stability.</i>  <i>To know about 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.</i>  <i>To understand 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.</i>  <i>To know 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.</i>  <i>To know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</i></p> <p><b>Caring friendships</b>  <i>To recognise the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</i>  <i>To understand that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</i>  <i>To know 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.</i>  <i>To know how to recognise who to trust and who not to trust, how to judge when a friendship is making me feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed.</i></p> <p><b>Respectful Relationships</b>          To understand the conventions of courtesy and manners.          To know that in school and in wider society I can expect to be treated with respect by others, and that in turn I should show due respect to others, including those in positions of authority.          To recognise the importance of respecting others, even when they are very different from me (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.          To understand the importance of self-respect and how this links to their own happiness.          To know 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.          To understand the importance of permission-seeking and permission-giving in relationships with friends, peers and adults.</p> <p><b>Online Relationships</b>  <i>To 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.</i>  <i>To know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</i>  <i>To be able to critically consider my online friendships and sources of information, including having an awareness of the risks associated with people I have never met.</i></p> <p><b>Being Safe</b>  <i>To know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</i>  <i>To understand 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.</i>  <i>To know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</i>  <i>To know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</i>  <i>To understand how to ask for advice or help for themselves or others, and to keep trying until they are heard.</i>  <i>To know where to get advice e.g. family, school and/or other sources.</i>  <i>To know how to report concerns or abuse, and have the vocabulary and confidence needed to do so.</i></p> <p><b>Health Education</b>  <b>Mental Wellbeing</b>          To know that mental wellbeing is a normal part of daily life, in the same way as physical health.          To know 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.          To know how to recognise and talk about my emotions, including having a varied vocabulary of words to use when talking about my own and others' feelings.</p>	Lesson 1 Talking About Puberty Lesson 2 Male and Female Changes Lesson 3 Puberty and Hygiene <b>Year 5 Key Vocabulary</b> Puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erections, sweat, breasts, spots, pubic hair, facial hair, underarm hair, sexual feelings

	<p>To be able to judge whether what they are feeling and how they are behaving is appropriate and proportionate. To understand the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. To learn simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p><b>Changing Adolescent Body</b> To know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. To learn about menstrual wellbeing including the key facts about the menstrual cycle.</p>	
Year Six	<p><b>Relationships Education</b> <b>Families and people who care for me</b> To understand that families are important for children growing up because they can give love, security and stability. To know about 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. To know that others' families, either in school or in the wider world, sometimes look different from my family, but that I should respect those differences and know that other children's families are also characterised by love and care. To know 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. To know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious. To know how to recognise if family relationships are making me feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p><b>Caring friendships</b> To understand how important friendships are in making us feel happy and secure, and how people choose and make friends. To recognise the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. To understand that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p><b>Respectful Relationships</b> To know that in school and in wider society I can expect to be treated with respect by others, and that in turn I should show due respect to others, including those in positions of authority. To recognise the importance of respecting others, even when they are very different from me (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. To understand the importance of permission-seeking and permission-giving in relationships with friends, peers and adults.</p> <p><b>Online Relationships</b> To know that people sometimes behave differently online, including by pretending to be someone they are not. To 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. To know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. To be able to critically consider my online friendships and sources of information, including having an awareness of the risks associated with people I have never met. To know how information and data is shared and used online.</p> <p><b>Being Safe</b> To understand what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). To learn 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. To know how to respond safely and appropriately to adults I may encounter (in all contexts, including online) whom I do not know. To know how to recognise and report feelings of being unsafe or feeling bad about any adult. To know where to get advice e.g. family, school and/or other sources. To know how to report concerns or abuse, and to have the vocabulary and confidence needed to do so.</p> <p><b>Health Education</b> <b>Mental Wellbeing</b> To know how to recognise and talk about my emotions, including having a varied vocabulary of words to use when talking about my own and others' feelings. To be able to judge whether what they are feeling and how they are behaving is appropriate and proportionate. To learn simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. To know that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. To know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. To know 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). To know that it is common for people to experience mental ill health. To understand that for many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</p> <p><b>Changing Adolescent Body</b> To know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. To learn about menstrual wellbeing including the key facts about the menstrual cycle.</p> <p><b>Key Stage 2 Science</b> To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p>	<p>Lesson 1 Puberty and Reproduction</p> <p>Lesson 2 Understanding Relationships</p> <p>Lesson 3 Conception and Pregnancy</p> <p>Lesson 4 Communication in Relationships</p> <p><b>Year 6 Key Vocabulary</b> Womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, consent, permission, intimacy, communication, personal / private information, internet safety</p>

*\*An objective in grey italics does not need to be explicitly taught in that year group; it is an implicit continuation of an objective taught in a previous year group and will be consolidated through the life and ethos of the school.*

### **Sex Education and Parental Consultation**

The school sends a letter to parents / carers of children in Years 5 and 6, explaining when specific aspects of the sex and relationship programme are to be taught. Parents / carers are invited to talk to the teachers about any concerns they might have and they can view the resources that are to be used. The DfE states that this can be reassuring for parents, and it enables them to continue the conversations started in school at home.

Parents continue to have the right to request that their children be withdrawn from those aspects of sex and education not included in National Curriculum Science. However, this rarely happens: when we work in partnership with parents they generally recognise the importance of this aspect of their child's education. Parents do not have the right to request their child be withdrawn from relationships education or health education. (DfE 2019).

### **Child Protection and Confidentiality**

Teachers need to be aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, may lead to the disclosure of a child protection issue. Should this happen, the staff member must inform the Head Teacher / Designated Child Protection Lead immediately, in line with the LA procedures for child protection.

A member of staff cannot promise confidentiality to a child if concerns exist.

### **Links with other Policies**

This policy is linked with the following policies

- PSHE & Citizenship
- Equal Opportunities
- Child Protection
- Confidentiality
- Behaviour
- Science

### **Safe Teaching and learning in RSE**

We have ensured the resources we use to deliver RSE are safe and don't instruct upon or glamorise any unhealthy behaviour. In addition to this **we have developed a Code of Conduct** that the children know is expected in this type of lesson from Foundation Stage to Year 6. All teaching staff will negotiate further ground rules, relevant to the specific context, with their own class. These rules will be established and revisited regularly so that they are very clear to all children. The children will be made aware of our high expectations in this regard and they **will understand what will happen if they don't follow the Code of Conduct.**

At Round Hill, we will always teach about sensitive issues with the assumption that someone in the classroom may have gone through that experience.

When delivering RSE, teaching staff are mindful that we are educating but not instructing: we do not inform children about how to do things which are unhealthy for them.

Teaching staff ensure that they allow children to think about sensitive issues and situations in a dissociated way. For instance, they are always invited to give advice to somebody else rather than imagine themselves in that situation. Problems are framed in such a way that they relate to somebody else, usually an imagined person. To help with this distancing, we may use photos, cartoons, pictures, picture books, puppets or film clips as appropriate. We may also use using 'agony aunt' type emails or ask children to advise an imagined friend.

As part of the support that we offer to our children, we make sure they are aware of all the support networks they can access (in an age-appropriate way). This starts by having a named person in school for them to go to, and helping them understand which other adults in school can help them.

Children are also encouraged to seek the support of their family / support network at home. Younger children are helped to name one such person for each finger. Children are regularly signposted to Childline and encouraged to consider their doctors, dentists, etc. as alternative people who could help them. Children are told about what will happen if they do ask for help: "If you come to me, this is what'll happen..." or "If you ring Childline, this is what they'll say..." We ensure that children understand how to persist if they are not listened to by adults initially.

As part of our commitment to the safe teaching and learning of RSE, we do not rely on visitors or adults with whom the children are unfamiliar to deliver this material. We focus on helping children develop the attitudes and skills they need to keep themselves safe and establish healthy relationships, not just on the acquisition of knowledge. We always endeavour to ensure our children do not experience shock, fear, guilt or shame when learning about sensitive subject matter.

It is important to encourage and answer children's questions about RSE in order to avoid them seeking answers from inappropriate sources. Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. We use an anonymous question box as a distancing technique. Teachers endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision will be made to meet the individual child's needs.

### **Assessment, Recording and Reporting**

Our spiral RSE curriculum builds on the skills and knowledge that children have acquired previously and makes explicit links to other curriculum areas. We have the same high expectations of the quality of pupils' work in RSE as for other curriculum subjects. We give parents quality feedback on children's relationships in school at parent consultations and through written reports as well as informal contact.

### **Monitoring and Evaluation**

The quality of provision in RSE is subject to regular and effective self-evaluation by the governing body, senior leadership team and subject leaders. Stakeholders' views are sought and acted upon, for example through the use of pupil and staff audits and questionnaires.

### **Policy Review**

This content has been agreed in consultation with Round Hill's governors, parents, senior leaders and teaching staff.

This policy will be reviewed by The RSE Leaders and the School Governors on a regular basis.