

Procedures:	<i>RSE Policy</i>
Applies to:	<i>All pupils, staff and parents</i>
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Approved by:	<i>KHS Committee 14 May 2021</i>
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Signed:	



Warwick Preparatory School

Relationships and Sex Education (RSE)

[THIS POLICY IS AVAILABLE TO ALL PARENTS OF CURRENT AND PROSPECTIVE PUPILS AND IS AVAILABLE ON THE SCHOOL'S WEBSITE OR BY REQUEST]

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1. STATEMENT OF ETHOS: WARWICK PREP

We place great emphasis on a broad and inclusive education, in a nurturing and supportive environment, whilst striving for excellence in all that we do.

In celebrating each girl and boy for the unique qualities they bring to our community, we encourage them to explore and develop their interests, gain confidence in themselves and in their abilities, and seize the rich opportunities life offers.

We seek to prepare all our boys and girls for a life of learning and fulfilment, and for the fast-changing world of the 21st century as responsible, active, and compassionate global citizens.

In all that they do, we encourage our children to 'Aspire, Achieve, Enjoy', and to be the best that they can be.

Statement of Religious Ethos

Founded on Christian principles, we welcome pupils of all faiths and none. King's High School and Warwick Preparatory School are committed to enhancing the contribution we can make to society as a whole, and, in embracing diversity, to equal opportunities for all.

Aims

Scholarship - To foster a love of learning, intellectual curiosity, independence of thought, and effective learning habits.

Environment - To provide a safe, stimulating and supportive school environment, where each pupil can feel inspired, challenged and valued.

Community - To foster a vibrant school community, built on trust and respect, and instill a sense of social responsibility.

Character - To develop resilience and confidence, and to inculcate integrity.

Opportunity - To provide a rich and stimulating school experience, where our pupils can explore and develop their interests, gifts and talents, and discover new ones.

2. INTRODUCTION AND POLICY STATEMENT

The teaching of Relationships and Sex Education (RSE) at Warwick Preparatory School is set within the context of our whole school community and our wider approach to supporting pupils to be safe, happy and prepared for life beyond school. Our teaching of RSE is consistent with the ethos and values of our School.

Relationships and Sex Education (RSE) forms part of our Personal, Social, Health and Economic Education (PSHEE) curriculum and reflects the School's ethos and aims. At Warwick Preparatory School, we seek to teach our children how to make informed choices in order to develop and maintain healthy relationships with others. We provide a safe and supportive school environment in which each pupil can learn about themselves and value who they are, as citizens of a fast-changing 21st-century world.

We take a whole-school approach to RSE and this policy should be read in conjunction with the school's policies on behaviour, inclusion, respect for equality and diversity, bullying and safeguarding.

The aims of Relationships and Sex Education (RSE) at Warwick Preparatory School are to:

- support pupils to prepare for their physical, emotional and social development, and their mental wellbeing;
- enable pupils to develop healthy, respectful relationships, focusing on family and friendships, in all contexts, including online;
- provide a framework in which sensitive discussions can take place;
- help pupils to develop feelings of self-respect, confidence and empathy;
- teach pupils the correct vocabulary to describe themselves and their bodies;
- prepare pupils for the changes that adolescence brings, and give them an understanding of sexual development and the importance of health and hygiene;
- teach pupils how babies are conceived and born, alongside the science curriculum; and
- teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse.

3. STATUTORY REQUIREMENTS

As an independent primary school, PSHEE is compulsory as required by The Education (Independent School Standards) Regulations 2014. These Standards state that Independent Schools must provide and implement:

(a) personal, social, health and economic education which –

- (i) reflects the school's aim and ethos; and*
- (ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (Chapter 1 of Part 2 of the Equality Act 2010.)*

Furthermore, Warwick Preparatory School has an obligation to support the spiritual, moral, social and cultural development of pupils. The Standard relating to this (Part 2) states that schools must:

(b) ensure that principles are actively promoted which —

- (i) enable pupils to develop their self-knowledge, self-esteem and self-confidence;*
- (ii) enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;*
- (iii) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;*
- (iv) enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;*
- (v) further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;*
- (vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.*

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2020, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education.

In teaching RSE, we must have regard to the statutory guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996 (see the DfE statutory guidance document for teaching RSE in the Appendix).

Sex Education is not compulsory in primary schools. However, the statutory science curriculum includes content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in plants and animals, including humans.

The Department for Education in The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2020 also states:

The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils (paragraph 67).

At Warwick Preparatory School, we teach RSE as set out in this policy with regard to the aforementioned statutory requirements.

4. POLICY DEVELOPMENT

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

1. **Review (Sept – Oct 2020)** – a working group (Director of Studies, Head of PSHEE and the Head of Science) identified, collated and reviewed all relevant information including national and local legislation and guidance. The working group consulted with the Senior Leadership Team.
2. **Staff training (Nov 2020)** – Staff attended curriculum training for the teaching of RSE (Jigsaw training).
3. **Parent/stakeholder consultation (Jan - Feb 2021)** – parents and carers were sent information via email about RSE which included an overview of the statutory guidance, a School-designed FAQ sheet and a copy of the DfE parent guidelines: [Understanding relationships and health education in your child's school: primary](#).

Parents and carers were invited to submit further questions to School; and were invited to view an online presentation about RSE at Warwick Preparatory School. Resources were shared and submitted questions were addressed. The presentation was made available to parents on February 2 2021. Parents with further questions or comments were referred to the Director of Studies, who followed up with individual families.

4. **Policy drafting (Feb 2021)** - a policy was drafted by the Head of PSHEE and the Director of Studies for review and amendment by the Headmistress and Senior Leadership Team.
5. **Staff consultation (March 2021)** – all teaching staff were given the opportunity to view the presentation, and to read and make recommendations for the policy.
6. **Pupil consultation (March 2021)** – to understand their views and to more effectively meet their needs, we consulted with Year 6 Captains with regard to the teaching of RSE; these views were considered when developing the policy.
7. **Ratification (May 2021)** – once amendments were made, the policy was shared with governors and ratified.

8. **Publication (May 2021)** – the final policy was shared with parents and any interested parties by publishing it on the School's website.
9. **Ongoing support for parents** – Parents in all years will be informed of the content to be taught in advance at the start of each term. This is through each year group's Learning Journey. Before the final year of primary school, parents will again be consulted about the detailed content of what will be taught.

5. DEFINITION OF RSE

RSE aims to provide children and young people with the information they need in order to lead positive, successful and happy adult lives; and to make a meaningful contribution to society.

RSE teaches children about healthy, respectful, caring relationships, focusing on family and friendships, in all contexts, including online; it aims to teach children how to be healthy, how to support their mental wellbeing and how to develop resilience.

RSE is about the emotional, social and cultural development of pupils, and involves learning about positive relationships, healthy lifestyles, sexual health, diversity and personal identity.

RSE is not about the promotion of sexual activity.

Importantly, RSE is about the following:

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy... These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support. (DfE statutory guidance, 2020, paragraph 1).

6. CURRICULUM

RSE sits within our wider PSHEE curriculum, set out in the Appendix (RSE topics highlighted). Our teaching and learning programme from Nursery to Year 6 is based on the Jigsaw PSHE/ Mental Health and Wellbeing scheme of work. Jigsaw covers 6 half-termly curriculum areas – known as 'puzzles'. Each puzzle is taught in all year groups once a year.

The Jigsaw scheme of work meets the requirements of The Education (Independent School Standards) Regulations, 2014; and of The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations, 2020.

We also teach Protective Behaviours, the principles of which are embedded across many areas of the curriculum. Protective Behaviours is a framework for teaching children about personal safety, whilst building self-esteem and confidence.

In developing the curriculum, we have consulted with parents, pupils and staff, taking into account the age, developmental stage and needs of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an age appropriate and sensitive manner, so pupils are fully informed and are less likely to seek answers online. Further support for teachers is available in the document *RSE – Managing Difficult Questions at Warwick Preparatory School*.

Relationships Education - compulsory

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive, caring relationships within the context of different families.

Content includes:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

The Jigsaw scheme of work covers content within the *Relationships* puzzle piece, but it is also a thread woven throughout the other pieces.

The expected outcomes for each of these elements can be found in the Appendix.

Health Education - compulsory

Compulsory Health Education is taught within our PSHEE curriculum. Jigsaw covers the content in the *Healthy Me* puzzle piece..

See PSHEE Policy for further information.

Content includes:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy Eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body, including puberty (also taught within Science curriculum)

Sex Education – recommended

While Sex Education is not compulsory in primary schools, the DfE Guidance 2020 (see Appendix) recommends that all primary schools:

... have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born (paragraph 67).

At Warwick Preparatory School, we define Sex Education as:

- Human reproduction
- How a baby is conceived
- How a baby is born

The definition of conception is: **the process in which a baby starts to form in the uterus from the coming together of a sperm and an egg.**

Sex Education, as defined above, is taught through the Science curriculum and through PSHEE, which includes Relationships and Health Education. Additionally, Jigsaw covers this content in the *Changing Me* puzzle piece.

Human reproduction is taught in a graduated, age-appropriate manner through different areas of the curriculum. The knowledge that we give our children in Science combines with PSHEE to build a solid foundation for preparing our pupils adequately for their future.

We believe that children need accurate information on human reproduction before they leave primary school, to support their on-going emotional and physical development.

Children are exposed to representations of sex and sexuality through the social culture around them. The unregulated content on the internet or social media can mean children may be exposed

to dangerous, confusing or scary content. We can prepare them for this by presenting a balanced view of positive healthy relationships and help them to be discerning and to stay safe.

If we neglect to do this, children will look elsewhere for information, whether from peers, older siblings or online, with a great risk of misunderstandings, misconceptions and exposure to inappropriate material.

For more information, see our curriculum map in the Appendices.

7. DELIVERY OF RSE

RSE is taught within the Personal, Social, Health and Economic Education (PSHEE) curriculum. Related aspects are taught within the Science curriculum. Science teachers and Form Tutors work together to provide a holistic approach to areas of the curriculum that cross over Science, RSE and Health Education.

Form tutors teach 1-hour PSHEE lessons weekly. RSE lessons follow the Jigsaw scheme of work, which includes all lesson plans and teaching resources to be used. Jigsaw provides advice on handling sensitive questions from children, and we have agreed standard, age-appropriate answers to be used by form tutors in relation to specific questions children may ask.

Sex Education

Sex Education content as part of Jigsaw is only taught through the *Changing Me* puzzle piece and is taught during the final half term of the summer term in all year groups. This content is taught by Form Tutors, who know their pupils well and who will ensure the content is taught in an age and developmentally appropriate way; sensitively, empathetically and with clarity.

Health Education

Health Education is already a compulsory part of the curriculum at Warwick Preparatory School. Within Health Education, the DfE states that primary pupils should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.

In the summer term of Year 5, the School Nurse works with Form Tutors to deliver a puberty talk as part of Health Education. Parents will be notified in advance of this taking place, so that families have an opportunity to talk with their daughters before and after the lesson. **This is a compulsory part of the curriculum.**

Jigsaw resources are age and developmentally appropriate. Lessons are delivered through discussion, stories, games and age-appropriate worksheets. Lessons are planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. At Warwick Preparatory School, we have made the decision **not to use** Jigsaw's associated video clips or animations.

8. PUPILS WITH SEND

Pupils with SEND are provided with appropriate adjustments where necessary. The School has a separate Special Educational Needs Policy and staff liaise with the SENCO. All staff who teach RSE understand and accept that they have an obligation to ensure lessons are fully inclusive, irrespective of race, gender or ability. Teaching is assessed and the data is used to identify where pupils need extra support or intervention.

9. ROLES AND RESPONSIBILITIES

9.1 The Governors and The Principal

The Governors approve the RSE policy and the Principal holds the Headmistress to account for its implementation.

9.2 The Headmistress

The Headmistress is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE. The Director of Studies supports the Headmistress to do this.

9.3 The Head of PSHEE

The Head of PSHEE is responsible for monitoring and reviewing the teaching of RSE, and for reviewing the policy, in consultation with the Director of Studies, annually.

9.4 Teaching Staff

Teaching staff are responsible for:

- Delivering RSE in an inclusive and sensitive way, without bias;
- Modelling positive attitudes to RSE;
- Monitoring progress;
- Responding to the needs of individual pupils;
- Responding to any pupil who discloses that they are being abused or neglected or are witnessing abuse according to the School's Safeguarding Policy and *Keeping Children Safe in Education (KCSIE)*;
- Ensuring that RSE content is covered in the termly Learning Journey and is sent to parents prior to the start of each term;
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE;
- Responding appropriately to questions from parents;
- Providing pupils who are withdrawn with other appropriate work;
- Ensuring their own professional development is up to date before teaching RSE.

For additional support in teaching RSE, teachers are encouraged to refer to [Teacher Guidance: preparing to teach about mental health and emotional wellbeing](#), PSHE Association.

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 Head of PSHEE in the first instance.

9.5 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. At the start of each academic year, each class will discuss and agree their Jigsaw Charter which sets the rules and expectations for PSHEE lessons: each pupil is expected to follow their class's Jigsaw Charter. Charters are reviewed at the start of each term.

10. TRAINING

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. Staff receive training in Jigsaw. In addition, all staff are trained in Protective Behaviours and Safeguarding.

11. MONITORING AND REVIEW

The delivery of RSE is monitored by the Head of PSHEE, through:

- collaboration with Form Tutors and Science Teachers
- lesson observations
- pupil voice
- monitoring of planning
- monitoring of information sent to parents (Learning Journeys)

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

This policy will be reviewed by the Head of PSHEE, in consultation with the Director of Studies, in the Summer Term 2022, and then annually. At every review, the policy will be approved by the Senior Leadership Team.

12. PARENTS' RIGHT TO WITHDRAW

Parents do not have the right to withdraw their children from Relationships Education, Health Education or Science.

Parents have the right to withdraw their children from the non-statutory components of Sex Education, taught within the *Changing Me* puzzle piece of Jigsaw in the summer term.

Requests for withdrawal should be put in writing using the form found in the Appendix of this policy and addressed to the Headmistress. A copy of withdrawal requests will be placed in the pupil's educational record. The Headmistress will discuss the request with parents and take appropriate action.

Requests for withdrawal from non-statutory Sex Education lessons will be granted by the Headmistress. However, we recommend that no children are withdrawn from these lessons as they will miss out on vital learning opportunities. Alternative work will be given to pupils who are withdrawn from sex education.

13. ONGOING PARENTAL CONSULTATION

We will make the RSE Presentation to Parents recording available for all parents new to the school. This policy will be published on the School's website. Parents are welcome to view the resources used in RSE lessons and to ask questions at any time.

Appendices

Appendix 1. Curriculum Map for Nursery – Year 6

Appendix 2. Relationships Education (Primary) - (statutory guidance extracted from *Relationships Education, Relationships and Sex Education (RSE) and Health Education*, Department for Education, 9.7.2020, pp 19-23)

Appendix 3. Parental request form to withdraw pupil from Sex Education lesson

Appendix 1: Curriculum maps

Jigsaw PSHE Content Overview for Nursery to Year 6

Jigsaw PSHE 3 -11/12 Content Overview



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Ages 11-12 (Scotland)	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships, e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education

Sex Education Curriculum Map for Nursery to Year 6 (Jigsaw Resource; Changing Me puzzle piece)

YEAR GROUP	TERM	CONTENT THEME
Nursery & Reception	Summer 2	Growing up – how we have changed since we were babies
Year 1	Summer 2	Boys' and Girls' bodies – correct names for body parts
Year 2	Summer 2	Boys' and Girls' bodies – body parts and respecting privacy (which parts of the body are private)
Year 3	Summer 2	How babies grow and how boys' and girls' bodies change as they grow older. Introduction to puberty and menstruation.
Year 4	Summer 2	Internal and external reproductive body parts. Recap about puberty and menstruation. Conception explained in simple terms.
Year 5	Summer 2	Puberty for boys and girls in more detail including the social and emotional aspects of becoming an adolescent. Conception explained in simple biological terms.
Year 6	Summer 2	Puberty for boys and girls revisited. Understanding conception to birth. Becoming a teenager.

Appendix 2: By the end of primary school pupils should know

Relationships Education in Primary Schools - (statutory guidance extracted from *Relationships Education, Relationships and Sex Education (RSE) and Health Education*, Department for Education, 9.7.2020)

The guidance states that, by the end of primary school:

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 violence 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • 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 giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 • 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

Appendix 3: 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	