

# MAYBURY PRIMARY SCHOOL

## RSE Policy (Relationships and Changes)

This policy was consulted with parents via the school website and newsletter in September 2020. This policy was ratified and reviews by Governors in Summer 2021.

Reviewed: Summer 2023

Next Review: Summer 2024





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Maybury Primary School

Produced : October 2018

Reviewed : Summer 2023

Next Review : Summer 2024

## **Relationships and Sex Education Policy (Relationships and Changes)**

### **Mission**

Our values-based school nurtures curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Our children learn to become resilient and self-assured in an environment where safety is outstanding. Everyone is challenged and encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.

### **Vision statement**

Believe. Achieve. Succeed.

### **1. Aims**

At Maybury Primary School the aims of our Relationships and Changes curriculum are:

- To sensitively meet the needs of our children in partnership with parents/carers.
- To enable young people to make responsible and informed decisions about their lives.
- To prepare pupils to cope with the physical and emotional challenges of growing up.
- To give pupils an elementary understanding of human reproduction.
- To support the personal and social development of all pupils.
- To offer balanced and factual information appropriate to the age and maturity of the pupils acknowledging the moral and ethical issues involved
- To ensure the safety of our pupils in an increasingly complicated world where they are exposed to lots of conflicting messages about body image and relationships.

### **How we achieve these aims and objectives?**

'RSE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings'. (Sex Education Forum, 1999).

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

### **2. Statutory requirements**

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

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

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

At Maybury Primary School we teach RSE as set out in this policy

### **3. Equal Opportunities Statement**

The school is committed to the provision of RSE to all its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups.

### **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:

### **5. Definition**

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

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

RSE is not about the promotion of sexual activity.

### **6. Curriculum**

As a school we have developed a curriculum which is purposeful and appropriate for our children at Maybury. The curriculum has been developed taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not need seek answers online (see section 14).

Our primary relationship and sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings both physical and emotional.
- How a baby is conceived and born.

Our curriculum is broken up into key stages and year groups to ensure all learning is relevant and at a level suitable for our pupils (See Appendix 1).

### **7. Delivery of RSE**

RSE is taught within Relationships Education (Learning for Life). Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

As a school we block more sensitive RSE topics in KS2 (UKS2?) and split boys and girls so that all information received is tailored to them. The sessions are delivered by class teachers and senior members of staff. The block takes place in the summer term over a maximum of 1 week.

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

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

For more information about our RSE curriculum, see Appendices 1 and 3.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## **8. Planning**

All year groups have access to a scheme of work related to an approved scheme by the PSHE organisation. The Christopher Winter Project – Teaching RSE with confidence in Primary Schools. This is not meant to be used in detail, rather to show and guide staff in sensitive ways to approach teaching this important subject. This can be found on the shared folder. We also use relevant parts of the lesson plans and resources provided by SCARF.

We use the resources in a way that reflects the sensitivities and needs of the communities we serve, but always ensuring that the safety of our pupils is paramount and that certain information is needed to provide them with the foundations to live safely in today's world. (See appendix 4 for short term planning each year group).

## **9. Organisation**

- RSE is firmly embedded in Personal, Social Health Education (PSHE – Learning for Life) and Science. At Maybury Primary School the main content is delivered through the weekly PSHE lesson to whole class groups. Learning for Life is now underpinning the whole curriculum as well as being taught discretely once a week.
- RSE is normally delivered by the class teacher in mixed gender groups, apart from when it is deemed more appropriate for topics to be covered in single sex groups.
- Content will be delivered through circle time activities with an emphasis on being safe, raising self – esteem, etc.

## **10. Roles and responsibilities**

### **10.1 The governing board**

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

### **10.2 The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 12).

### **10.3 Staff**

Staff are responsible for:

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

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

### **10.4 Pupils**

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

## **11. Inclusion**

We are committed to ensuring that the full RSE curriculum is accessible to pupils of both genders and different faiths and abilities, and that special arrangements will be made for children with specific individual needs wherever necessary. We also understand that parents have the right to withdraw their children from RSE lessons but not from anything within the statutory science curriculum. As a result of this we will inform parents when RSE lessons are to be taught. Anybody wishing to withdraw a child must contact the Head teacher and inform her of this request.

## **12. Parents' right to withdraw**

Parents **do not have the right to withdraw their children from Relationships Education.**

**PSHE and RSE is statutory from September 2020**, Parents are informed that the RSE element of Relationships Education is an essential vehicle in support a school's statutory duty to:

- safeguard and promote the welfare of their children,
- advance the 2010 Equality Act,
- encourage the spiritual, moral, social and cultural development of pupils,

- foster British values, and
- prepare children and young people for the challenges, opportunities and responsibilities of adult life, along with the coverage of the National Curriculum for Science.

However, parents do have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. All parents in years 5 and 6 will receive a detailed letter in the Summer term, prior to the teaching of our 'Relationships and changes' topic, informing them of the learning that will take place in order to help them make an informed decision after speaking to the class teacher or Home School Link Worker.

Those parents/carers wishing to exercise this right are invited in to see the Headteacher and/or Learning for Life/RSE curriculum leader who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn, they cannot take part in the RSE programme until the request for withdrawal has been removed.

As a school we would hope that parents/carers would communicate any concerns with us after reading the policy. As a school we aim as transparent as possible regarding our curriculum content. However, we understand that there may be exceptional circumstances where parents and carers may not wish their child to participate in certain strands of the curriculum. In these cases, the Department for Education has outlined the guidance for schools which is available in appendix 2.

### **13. Confidentiality and Safeguarding**

In line with our safeguarding policy, a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named Designated Safeguarding Leaders who will appropriate act in accordance to the Safeguarding Policy. All staff work in accordance to the Safeguarding Policy and are aware of who the Designated Safeguarding Leaders are within school.

### **14. Answering Difficult Questions**

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils can form their own, informed opinions but also respect others that may have a different opinion.

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Coordinator if they are concerned.



Maybury Primary School believes in the importance of appropriate staff training to enable staff to deliver effective RSE. The subject-leader should access courses or INSET opportunities to assist staff involved in the delivery of RSE.

### **15. Training**

The curriculum leader has the opportunity to meet with and discuss issues surrounding RSE with other schools including across the EEEA trust to develop their own professional development and ability to train members of staff within our school.

Staff are trained on the delivery of RSE during dedicated staff meetings and it is included in our continuing professional development calendar.

Where appropriate we may invite visitors from outside the school, such as school nurses or sexual health professionals into school to provide support and training to staff teaching RSE.

### **16. Monitoring arrangements**

The delivery of RSE is monitored by the Learning for Life (PSHE & RSE) subject lead and the senior leadership team through:

Book looks, planning scrutinises, learning walks, pupil voice and evidence on our online PSHE evidencing tool, SMSC Gridmaker.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems and reported to parents in our annual end of year reports.

This policy will be reviewed by the Learning for Life (PSHE & RSE Subject Lead), annually. At every review, the policy will be approved by the governing board and the headteacher.

## **Appendices**

### **Appendix 1 – Maybury’s curriculum objectives met through our Learning for Life curriculum**

#### **Key Stage 1**

##### **Year 1**

- To understand some basic hygiene principles (how to keep clean and look after oneself, objects that help us- towel, hairbrush, bath, soap, toothbrush etc)
- To introduce the concept of growing and changing.
- To explore different types of families and who to ask for help. To reinforce the security of the school community as a place of safety to express concerns about any subject.
- NSPCC Pants Rule

##### **Science curriculum**

- To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with which sense.

##### **Year 2**

- Talk about good relationships and what they understand of friendship and trust.
- Boy/Girl - gender differences
- NSPCC Pants Rule

##### **Science curriculum**

- To learn about the importance of a healthy diet, regular exercise and personal hygiene.
- To talk about how animals, including humans, have offspring which grow into adults.

#### **Key Stage 2**

##### **Year 3**

- To name parts of the body; gender differences
- To understand personal space and every individual’s right for their personal space to be respected.
- To explore different types of families and who to go to for help and support (all families are different and have different family members – All different/All equal

##### **Science curriculum**

- To understand the importance of nutrition and humans have skeletons and muscles for support, protection and movement.

##### **Year 4**

- To understand personal space and every individual’s right for their personal space to be respected.
- Growth and changes
- To explore different types of families and who to go to for help and support (all families are different and have different family members – All different/All equal

##### **Science curriculum**

- To understand the importance of nutrition and humans have skeletons and muscles for support, protection and movement.

### **Year 5**

- To explore the emotional and physical changes occurring in puberty (main physical and emotional changes that happen during puberty)
- To understand male and female puberty changes in more detail (how puberty affects the body and the emotions, how to manage changes)
- To explore the impact of puberty on the body and the importance of physical hygiene (how to stay clean during puberty)
- To explore ways to get support during puberty (how emotions change, how to get help and support during puberty)

### **Science curriculum**

- To describe the differences in lifecycles of a mammal. An amphibian, an insect and a bird. Pupils should be taught to describe the changes as humans develop to old age.

**Recommendations are ‘this must include teaching about puberty, which is a principle change for humans as they get older.’ ‘It is clear, therefore, that schools should teach about puberty in either Y4 or Y5, depending on the needs of their pupils.’ ‘Parental right to withdraw children from this part of the school curriculum does not fall within this remit.’**

### **Year 6**

### **Science curriculum**

- To describe the changes as humans develop to old age.
- To describe the life process of reproduction in some plants and animals.

### **Basic skills for life**

We are committed to ensuring that children learn the basic skills that will equip them for life in the 21<sup>st</sup> century. Through our teaching of RSE, children will learn to:

#### **Key Stage 1**

- Manage personal hygiene
- Understand that animals, including humans, move, feed, grow, use their senses and reproduce.
- Understand that humans can produce babies and these babies grow into children and then into adults.
- Make comparisons between human and plant life cycles
- Have recognition of similarities and differences between themselves and other people.

#### **Key Stage 2**

- Understand that all living things share certain characteristics
- Appreciate the main stages of puberty
- Know and understand how changes at puberty affect the body in relation to hygiene.
- Understand the physical, emotional and social changes which take place at puberty.
- Know that there are different types of friendship and relationships and be able to talk about friends and relationships with important adults.

## **Appendix 2 - An extract from Relationships Education, Relationships and Sex Education (RSE) and Health Education (DFE, 2019)**

### ***Right to be excused from sex education (commonly referred to as the right to withdraw)***

45. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the head teacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept.

46. Good practice is also likely to include the head teacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).

47. Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

48. This process is the same for pupils with SEND. However there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision. The approach outlined above should be reflected in the school's policy on RSE.

49. Head teachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.

50. If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

See full document on the Government website:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

### Appendix 3 – Programmes of study within the PSHE framework and science curriculum

| Programmes of Study | PSHE Framework  | Science Curriculum  |
|---------------------|---|---|
| Year 1              | 3b. to maintain personal hygiene<br>3d. about the process of young to old<br>3e. to name parts of the body<br>4c. to identify and respect the differences and similarities between people<br>4.d that family and friends should care for each other   | Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense |
| Year 2              | 3d. about the process of young to old<br>4c. to identify and respect the differences and similarities between people  | Notice that animals including humans have offspring which grow into adults  |
| Year 3              | 1b. to recognise their worth as individuals<br>3e. to recognise the different risks in different situations and decide how to behave responsibly<br>4c. know different types of relationships<br>4e. to recognise and challenge stereotypes<br>4g. where to get help and support                            |   |
| Year 4              | 1d. to recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their families and others in a positive way<br>3c. begin to learn about how their body changes   | Describe the changes as humans develop into old age   |
| Year 5              | 1d. to recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their families and others in a positive way<br>3c. begin to learn about how their body changes   | Describe the changes as humans develop into old age   |
| Year 6              | 3c. begin to learn about how their body changes<br>3f. that pressure to behave in an unacceptable or risky way can come from a variety of sources including people they know. How to ask for help and use basic techniques for resisting pressure to do wrong.<br>4c. know different types of relationships | Describe the life process of reproduction in some plants and animals  |

## Appendix 4 –RSE short term planning for every year group

### Key Stage 1 **SUMMER 1 (JIGSAW RELATIONSHIPS)**

#### Short Term Planning and sequence of Progression

| Year 1   |  |   |
|--|--|---|
| Lesson 1   | Lesson 2   | Lesson 3  |
| <b>Learning Intention</b><br>I can identify the members of my family and understand that there are lots of different types of families   | <b>Learning Intention</b><br>I can identify what being a good friend means to me   | <b>Learning Intention</b><br>I know appropriate ways of physical contact to greet my friends and know which ways I prefer |
| Lesson 4   | Lesson 5   | Lesson 6  |
| <b>Learning Intention</b><br>I know who can help me in my school community   | <b>Learning Intention</b><br>I can recognise my qualities as person and a friend   | <b>Learning Intention</b><br>I can tell you why I appreciate someone who is special to me                                 |
| Year 2   |  |   |
| Lesson 1   | Lesson 2   | Lesson 3  |
| <b>Learning Intention</b><br>I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate | <b>Learning Intention</b><br>I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not | <b>Learning Intention</b><br>I can identify some of the things that cause conflict with my friends                        |
| Lesson 4   | Lesson 5   | Lesson 6  |
| <b>Learning Intention</b><br>I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret   | <b>Learning Intention</b><br>I recognise and appreciate people who can help me in my family, my school and my community  | <b>Learning Intention</b><br>I can express my appreciation for the people in my special relationships                     |

**Key Stage 2 SUMMER 1 (JIGSAW RELATIONSHIPS)**  
**Medium Term Planning and sequence of Progression**

| Year 3   |  |   |
|--|--|---|
| Lesson 1   | Lesson 2   | Lesson 3  |
| <b>Learning Intention</b><br>I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females | <b>Learning Intention</b><br>I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener                | <b>Learning Intention</b><br>I know and can use some strategies for keeping myself safe online                        |
| Lesson 4   | Lesson 5   | Lesson 6  |
| <b>Learning Intention</b><br>I can explain how some of the actions and work of people around the world help and influence my life                                | <b>Learning Intention</b><br>I understand how my needs and rights are shared by children around the world and can identify how our lives may be different. | <b>Learning Intention</b><br>I know how to express my appreciation to my friends and family                           |
| Year 4   |  |   |
| Lesson 1   | Lesson 2   | Lesson 3  |
| <b>Learning Intention</b><br>I can recognise situations which can cause jealousy in relationships  | <b>Learning Intention</b><br>I can identify someone I love and can express why they are special to me  | <b>Learning Intention</b><br>I can tell you about someone I know that I no longer see                                 |
| Lesson 4   | Lesson 5   | Lesson 6  |
| <b>Learning Intention</b><br>I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends              | <b>Learning Intention</b><br>I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older         | <b>Learning Intention</b><br>I know how to show love and appreciation to the people and animals who are special to me |

| Year 5  |   |   |
|---|---|---|
| Lesson 1  | Lesson 2  | Lesson 3  |
| <b>Learning Intention</b><br>I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities | <b>Learning Intention</b><br>I understand that belonging to an online community can have positive and negative consequences | <b>Learning Intention</b><br>I understand there are rights and responsibilities in an online community or social network                                  |
| Lesson 4  | Lesson 5  | Lesson 6  |
| <b>Learning Intention</b><br>I know there are rights and responsibilities when playing a game online                                  | <b>Learning Intention</b><br>I can recognise when I am spending too much time using devices (screen time)                   | <b>Learning Intention</b><br>I can explain how to stay safe when using technology to communicate with my friends  |
| Year 6  |   |   |
| Lesson 1  | Lesson 2  | Lesson 3  |
| <b>Learning Intention</b><br>I know that it is important to take care of my mental health   | <b>Learning Intention</b><br>I know how to take care of my mental health  | <b>Learning Intention</b><br>I understand that there are different stages of grief and that there are different types of loss that cause people to grieve |
| Lesson 4  | Lesson 5  | Lesson 6  |
| <b>Learning Intention</b><br>I can recognise when people are trying to gain power or control  | <b>Learning Intention</b><br>I can judge whether something online is safe and helpful for me                                | <b>Learning Intention</b><br>I can use technology positively and safely to communicate with my friends and family   |



Key Stage 1 **SUMMER 2 (CHANGES)**  
Short Term Planning and sequence of Progression

| Year 1   |   |   |
|--|---|---|
| <b>Key Vocab:</b> Clean, similar, different, family, boy, girl, male, female, private parts  |   |   |
| Lesson 1   | Lesson 2  | Lesson 3  |
| <p><b>Learning Intention</b><br/>Keeping clean – to understand some basic hygiene principles.</p> <p><b>Learning Outcomes</b><br/>To know how to keep clean and look after oneself.</p>  | <p><b>Learning Intention</b><br/>To consider touch and to know that a person has the right to say what they like and dislike<br/>'NSPCC Pants Rule'</p> <p><b>Learning Outcomes</b><br/>Identify different types of touch that people like and do not like<br/>Understand personal space<br/>Talk about ways of dealing with unwanted touch</p> | <p><b>Learning Intention</b><br/>To explore different types of families and who to go to for help and support</p> <p><b>Learning Outcomes</b><br/>Understand that all families are different and have different family members<br/>Identify who to go to for help and support</p> |
| Year 2   |   |   |
| <b>Key Vocab:</b> Similar, different, sex, gender, gender roles, stereotypes, boy, girl, male, female, private parts   |   |   |
| Lesson 1   | Lesson 2  | Lesson 3  |
| <p><b>Learning Intention</b><br/>To introduce the concept of male and female and gender stereotypes.<br/>To identify differences between males and females<br/>'NSPCC Pants Rule'</p> <p><b>Learning Outcomes</b><br/>Understand that some people have fixed ideas about what boys and girls can do.</p> | <p><b>Learning Intention</b><br/>To explore some of the differences between males and females and to understand how this is part of a lifecycle.</p> <p><b>Learning Outcomes</b><br/>Describe some differences between male and female animals. Understand that making a new life needs a male and a female.</p>                                | <p><b>Learning Intention</b><br/>We are learning why humans reproduce. (scientific reasons- to populate the earth, life cycle of a butterfly or frog)</p> <p><b>Learning Outcomes</b><br/>To notice that animals, including humans have offspring which grow into adults.</p>     |

Key Stage 2 **SUMMER 2 (CHANGES)**  
Medium Term Planning and sequence of Progression

| Year 3   |  |   |
|--|--|---|
| <b>Key Vocab:</b> stereotypes, gender roles, similar, different, male, female, private parts, family, fostering, adoption, relationship  |  |   |
| Lesson 1   | Lesson 2   | Lesson 3  |
| <p><b>Learning Intention</b><br/>To explore the differences between males and females and to name some body parts.</p> <p><b>Learning Outcomes</b><br/>Know some differences and similarities between males and females.</p>   | <p><b>Learning Intention</b><br/>To consider touch and to know that a person has the right to say what they like and dislike</p> <p><b>Learning Outcomes</b><br/>Identify different types of touch that people like and do not like<br/>Understand personal space<br/>Talk about ways of dealing with unwanted touch</p> | <p><b>Learning Intention</b><br/>To explore different types of families and who to go to for help and support</p> <p><b>Learning Outcomes</b><br/>Understand that all families are different and have different family members<br/>Identify who to go to for help and support</p>   |
| Year 4   |  |   |
| <b>Key Vocab:</b> lifecycle, reproduction, puberty, physical, breasts, egg, pubic hair, emotional feelings   |  |   |
| Lesson 1   | Lesson 2   | Lesson 3  |
| <p><b>Learning Intention</b><br/>To explore the human lifecycle (changes and difference at each stage; baby, toddler, child, teenager, adult)</p> <p><b>Learning Outcomes</b><br/>Describe the main stages of the human lifecycle(Baby, toddler, child, teenager, adult)<br/>Describe the body changes that happen when a child grows up</p> | <p><b>Learning Intention</b><br/>We are learning about the concept of personal hygiene and its importance. Introducing puberty</p> <p><b>Learning Outcomes</b><br/>Discuss male and female body parts using agreed words. Begin to know some changes that happen during puberty</p>                                      | <p><b>Learning Intention</b><br/>We are learning why humans reproduce. (scientific reasons- to populate the earth, life cycle of a butterfly or frog)</p> <p><b>Learning Outcomes</b><br/>To begin to know about the physical and emotional changes that happen in puberty.<br/>Understand that children like animals, change into adults that can reproduce.</p> |

| Year 5   |  |  |   |   |   |
|--|--|--|---|---|---|
| <b>Key Vocab:</b> Puberty, physical changes, emotional changes, periods, menstruation, penis, vagina, ovaries, egg, fertilisation, semen, wet dreams, erection, moods, tampons, sanitary towels, breasts, sweat, pubic hair, facial hair, underarm hair, sexual feelings |  |  |   |   |   |
| Intro  | Lesson 1   | Lesson 2   | Lesson 3  | Lesson 3  | Lesson 4  |
| Session outlining class rules for RELATIONSHIPS AND CHANGES sessions over the next few weeks. (e.g. no personal questions or comments about people we know, questions in an anonymous question box, only share/contribute if comfortable etc.)                           | <b>Learning Intention</b><br>To explore the differences between males and females and to name the body parts<br><b>Learning Outcomes</b><br>Know some differences and similarities between males and females<br>Name male and female body parts using agreed words | <b>Learning Intention</b><br>To explore the emotional and physical changes occurring in puberty<br><b>Learning Outcomes</b><br>Explain the main physical and emotional changes that happen during puberty<br>Ask questions about puberty with confidence<br><br>(Link to Statutory Science curriculum) | <b>Girls:</b><br><b>Learning Intention</b><br>We are learning what the menstrual cycle is and how it affects women.<br>We are learning that girls go through gender specific experiences during puberty. (Link to Statutory Science curriculum)<br><br><b>Learning Outcomes</b><br>Understand how puberty affects the reproductive organs<br>Describe how to manage physical and emotional changes<br><br><b>(Boys elsewhere-working independently in other classes shared across the school)</b> | <b>Boys:</b><br><b>Learning Intention</b><br>We are learning what erections and wet dreams are and how they affect men.<br>We are learning that boys go through gender specific experiences during puberty. (Link to Statutory Science curriculum)<br><b>Learning Outcomes</b><br>Understand how puberty affects the reproductive organs<br>Describe how to manage physical and emotional changes<br><br><b>(Girls elsewhere-working independently in other classes shared across the school)</b> | <b>Learning Intention</b><br>To explore the impact of puberty on the body and the importance of physical hygiene<br>To explore ways to get support during puberty<br><br><b>Learning Outcomes</b><br>Explain how to stay clean during puberty<br>Describe how emotions change during puberty<br>Know how to get help and support during puberty |

| Year 6   |  |  |   |   |  |
|--|--|--|---|---|--|
| <b>Key Vocab:</b> womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, relationship, friendship, intimacy, communication, personal/private information , internet safety                              |  |  |   |   |  |
| Intro  | Lesson 1   | Lesson 2   | Lesson 3  | Lesson 4  |  |
| Session outlining class rules for RELATIONSHIPS AND CHANGES sessions over the next few weeks. (e.g. no personal questions or comments about people we know, questions in an anonymous question box, only share/contribute if comfortable etc.) | <b>Learning Intention</b><br>To consider puberty and reproduction<br><b>Learning Outcomes</b><br>Describe how and why the body changes during puberty in preparation for reproduction<br>Talk about puberty and reproduction with confidence | <b>Learning Intention</b><br>Consider physical & emotional behaviour in relationships<br><b>Learning Outcomes</b><br>Discuss different types of adult relationships with confidence<br>Know what form of touching is appropriate | <b>Learning Intention</b><br>To explore the process of conception and pregnancy<br><b>Learning Outcomes</b><br>Describe the decisions that have to be made before having a baby<br>Know some basic facts about pregnancy and conception | <b>Learning Intention</b><br>To explore positive and negative ways of communicating in a relationship<br><b>Learning Outcomes</b><br>To have considered when it is appropriate to share personal/private information in a relationship<br>To know how and where to get support if an online relationship goes wrong |  |

## Maybury Primary School



Monday 24<sup>th</sup> June 2019

Dear Parents/Carers,

As part of the Year [ ] Science and PSHE curriculum, the children will be learning about puberty during the week commencing [inset date w/c].

The sessions will be led by [insert teacher's name] and [insert teacher's name]. The sessions will cover personal care, body changes and naming body parts and their functions. The children will be divided into a boys and a girls group so they will be able to talk in confidence about issues more specific to their gender.

If you have any questions or would like further information please see [insert teacher's name].

Kind regards

Mrs Merritt  
Headteacher

## Maybury Primary School



[inset date]

Dear Parents/Carers,

As part of the Year 6 Science and PSHE curriculum, the children will be learning about puberty and reproduction during the week commencing [inset date].

The sessions will be led by [inset teacher's name] and [inset teacher's name]. The sessions will cover the human life cycle, how and why the body changes during puberty and positive and negative ways of communicating in a relationship.

The children will be divided into a boys and a girls group so they will be able to talk in confidence about issues more specific to their gender.

If you have any questions or would like further information please see [inset teacher's name] or [inset teacher's name] .

Kind regards

Mrs. Merritt  
Headteacher

## Appendix 6 – Withdraw letter template for parents

| 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 | <p>Include notes from discussions with parents and agreed actions taken.</p> <p>Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</p> |
|   |   |

## Appendix 7– RSE Overview for all year groups

| <b>Government document statement</b>  | <b>Learning for life curriculum</b>          | <b>Science curriculum</b> | <b>Taught during RSE week</b> | <b>Other links to the curriculum</b> |
|---|--|---------------------------|-------------------------------|--------------------------------------|
| <b>Families and people who care for me</b>  |  |                           |                               |                                      |
| That families are important for children growing up because they can give love, security and stability.   | <b>EYFS<br/>Year 1</b>                       | <b>Year 2</b>             | <b>Year 3</b>                 | <b>Assemblies</b>                    |
| 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. | <b>EYFS<br/>Year 2</b>                       |                           | <b>Year 3</b>                 | <b>Assemblies</b>                    |
| 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.  | <b>Year 2</b>                                |                           | <b>Year 3<br/>Year 6</b>      | <b>Assemblies</b>                    |
| 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.  | <b>Year 2</b>                                |                           | <b>Year 3</b>                 | <b>Assemblies</b>                    |
| that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.   |  |                           |                               | <b>R.E Year 2</b>                    |
| how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.  | <b>Year 4<br/>Year 5<br/>Year 6</b>          |                           |                               |                                      |
| <b>Caring friendships</b>   |  |                           |                               |                                      |
| how important friendships are in making us feel happy and secure, and how people choose and make friends.   | <b>EYFS<br/>Year 1<br/>Year 2<br/>Year 3</b> |                           |                               | <b>Assemblies</b>                    |
| the characteristics of friendships, including mutual respect,   | <b>Year 1<br/>Year 2<br/>Year 3</b>          |                           |                               | <b>Assemblies</b>                    |



|   |                           |  |  |  |
|---|---------------------------|--|--|--|
| 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.   | <b>All year groups</b>    |  |  | <b>Assemblies</b>                        |
| 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.  | <b>KS2</b>                |  |  | <b>Assemblies</b>                        |
| 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. | <b>KS2</b>                |  |  | <b>Assemblies</b>                        |
| <b>Respectful Relationships</b>   |                           |  |  |  |
| 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.                 | <b>All year groups</b>    |  |  | <b>Assemblies<br/>International week</b> |
| practical steps they can take in a range of different contexts to improve or support respectful relationships.  | <b>Year 3<br/>Year 4</b>  |  |  | <b>Assemblies</b>                        |
| the conventions of courtesy and manners.  | <b>EYFS/KS1</b>           |  |  | <b>Assemblies</b>                        |
| the importance of self-respect and how this links to their own happiness.   | <b>Throughout<br/>KS2</b> |  |  | <b>Assemblies</b>                        |
| 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.   | <b>All year groups</b>    |  |  | <b>Assemblies</b>                        |
| about different types of bullying   | <b>All year</b>           |  |  | <b>Assemblies</b>                        |

|   |  |  |                          |  |
|---|--|--|--------------------------|--|
| (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help                                | <b>groups</b>  |  |                          | <b>Anti-bullying week</b>                      |
| what a stereotype is, and how stereotypes can be unfair, negative or destructive.   | <b>KS2</b>   |  |                          |  |
| the importance of permission-seeking and giving in relationships with friends, peers and adults.  |  |  | <b>Year 5<br/>Year 6</b> |  |
| <b>Online relationships</b>   |  |  |                          |  |
| that people sometimes behave differently online, including by pretending to be someone they are not.  | <b>Online Safety Lessons:<br/>All Year Groups</b>                        |  |                          | <b>Computing Online safety week Assemblies</b> |
| 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. | <b>Online Safety Lessons:<br/>All Year Groups</b>                        |  |                          | <b>Computing Online safety week Assemblies</b> |
| the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.  | <b>Online Safety Lessons:<br/>All Year Groups</b>                        |  |                          | <b>Computing Online safety week Assemblies</b> |
| how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.                     | <b>Online Safety Lessons:<br/>All Year Groups</b>                        |  |                          | <b>Computing Online safety week Assemblies</b> |
| how information and data is shared and used online.   | <b>Online Safety Lessons:<br/>Year 2, Year 3, Year 4, Year 5, Year 6</b> |  |                          | <b>Computing Online safety week Assemblies</b> |
| <b>Being safe</b>   |  |  |                          |  |
| what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).   | <b>Year 3</b>  |  | <b>Year 6</b>            | <b>Computing Online safety week Assemblies</b> |
| about the concept of privacy and the implications of it for both children and adults; including that  | <b>Year 2</b>  |  | <b>Year 5</b>            | <b>Computing Online safety</b>                 |

|   |                                   |                          |   |   |
|---|-----------------------------------|--------------------------|---|---|
| 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.  | <b>EYFS<br/>Year 1<br/>Year 2</b> |                          | <b>Year 5</b>   |   |
| how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.   | <b>All year groups</b>            |                          |   | <b>Computing<br/>Online<br/>safety week<br/>Assemblies</b>                            |
| How to recognise and report feelings of being unsafe or feeling bad about any adult.  | <b>All year groups</b>            |                          |   | <b>Computing<br/>Online<br/>safety week<br/>Assemblies<br/>Anti-bullying<br/>week</b> |
| how to ask for advice or help for themselves or others, and to keep trying until they are heard.  | <b>Year 5</b>                     |                          |   | <b>Anti-bullying<br/>week</b>   |
| how to report concerns or abuse, and the vocabulary and confidence needed to do so.   | <b>Year 5</b>                     |                          | <b>Covering in<br/>computing<br/>online safety<br/>in all year<br/>groups</b> | <b>Computing<br/>Online<br/>safety week<br/>Assemblies</b>                            |
| Where to get advice e.g. family, school and/or other sources.   | <b>All year groups</b>            |                          |   | <b>Computing<br/>Online<br/>safety week<br/>Assemblies</b>                            |
| <b>Physical health and fitness</b>  |                                   |                          |   |   |
| The characteristics and mental and physical benefits of an active lifestyle.  | <b>All year groups</b>            |                          | <b>P.E in all year groups<br/>Life bus Year R Year 1</b>                      | <b>Assemblies /Promoted at lunch times.</b>   |
| The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. | <b>All year groups</b>            | <b>Year 3</b>            | <b>P.E in all year groups<br/>Life bus<br/>Nursery Year R Year 1</b>          | <b>Assemblies /Promoted at lunch times.</b>   |
| The risks associated with an inactive lifestyle (including obesity).  | <b>KS1<br/>KS2</b>                | <b>Year 3<br/>Year 6</b> | <b>P.E in all year groups<br/>Life bus Year 1 Year 2</b>                      | <b>Assemblies</b>   |
| how and when to seek support including which adults to speak to in school if they are worried about   | <b>All year groups</b>            |                          |   |   |

|   |  |                                     |  |                   |
|---|--|-------------------------------------|--|-------------------|
| their health.   |  |                                     |  |                   |
| <b>Healthy eating</b>   |  |                                     |  |                   |
| what constitutes a healthy diet (including understanding calories and other nutritional content).   |  | <b>Year 1<br/>Year 2<br/>Year 3</b> | <b>DT All year groups</b>                    | <b>Assemblies</b> |
| the principles of planning and preparing a range of healthy meals.  | <b>Year 5</b>                                |                                     | <b>DT – all year groups</b>                  | <b>Assemblies</b> |
| the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health) | <b>Year 5</b>                                | <b>Year 2<br/>Year 4</b>            | <b>Life bus Year 1<br/>Year 2</b>            | <b>Assemblies</b> |
| <b>Drugs, alcohol and tobacco</b>   |  |                                     |  |                   |
| the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.  | <b>Year 5<br/>Year 6</b>                     |                                     | <b>Life bus Year 4<br/>Year 5<br/>Year 6</b> |                   |
| <b>Health and prevention</b>  |  |                                     |  |                   |
| how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.  | <b>Year 5</b>                                |                                     |  |                   |
| about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.   | <b>Year 1<br/>Year 2<br/>Year 4</b>          | <b>Year 1<br/>Year 3</b>            |  | <b>Assemblies</b> |
| the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.  | <b>Year 1<br/>Year 4<br/>Year 5</b>          |                                     |  |                   |
| about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.  | <b>EYFS<br/>Year 5</b>                       | <b>Year 2<br/>Year 4</b>            |  |                   |
| about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.   | <b>All year groups</b>                       |                                     |  | <b>Assemblies</b> |
| the facts and science relating to allergies, immunisation and vaccination.  |  | <b>Year 6</b>                       |  |                   |
| <b>Basic first aid</b>  |  |                                     |  |                   |
| how to make a clear and efficient call to emergency services if necessary.  | <b>EYFS<br/>Year 1<br/>Year 2<br/>Year 4</b> |                                     |  | <b>Assemblies</b> |

|  |   |               |                                |  |
|--|---|---------------|--------------------------------|--|
| concepts of basic first-aid, for example dealing with common injuries, including head injuries.  | <b>Year 2</b><br><b>Year 3</b><br><b>Year 6</b> |               |                                |  |
| <b>Changing adolescent body</b>  |   |               |                                |  |
| Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. <b>(compulsory)</b> |   | <b>Year 5</b> | <b>Year 4</b><br><b>Year 5</b> |  |
| about menstrual wellbeing including the key facts about the menstrual cycle. <b>(compulsory)</b>   |   | <b>Year 5</b> | <b>Year 5</b>                  |  |

**Elements of RSE not included in the guidance (Can be opted out of):**

| <b>Statement</b>  | <b>Year group taught in</b> |
|---|-----------------------------|
| <b>Conception (the process of making a baby)</b>  | <b>6</b>                    |
| <b>Reproduction and pregnancy (which is not taught as part of the human life cycle linked to the year 5 science curriculum)</b> | <b>6</b>                    |