



# Buckingham Park

Church of England Primary School

Excellence, through God who strengthens us

Jubilee Square, Buckingham Park.  
Aylesbury, Buckinghamshire. HP19 9DZ

**Email:** [office@buckinghampark.org](mailto:office@buckinghampark.org)

**Web:** [www.buckinghampark.org](http://www.buckinghampark.org)

# School Policy Document

## Relationships and Sex Education Policy

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## 1. Aims and expectations

- 1.1. At Buckingham Park Church of England Primary School it is important that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, built on a clear Christian foundation and rooted in Christian values. We aim to provide the highest quality all round education, for each and every child, in partnership with parents, within the context of a Christian community. In short, 'Excellence, through God who strengthens us'.
- 1.2. Buckingham Park Church of England Primary School is committed to creating a school community where exemplary behaviour is at the heart of productive learning. Everyone, staff, children and parents alike, are expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour, and encourage others to do the same.
- 1.3. All school policies are therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and feel well prepared and educated for the next phase of their education.
- 1.4. The school has a set of values that are based on Jesus' Sermon on the Mount. These are a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. These values are displayed below:

We are kind, helpful and polite  
We do our best  
We are honest  
We share  
We are peacemakers  
We forgive others  
We take care of everything, and everyone

- 1.5. The school expects every member of the school community to behave in a considerate way towards others and by following these set of values.

## 2. Context

- 2.1. All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:
- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and
  - Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

## 3. PSHE

- 3.1. At Buckingham Park School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.
- 3.2. We do this through the Jigsaw Programme - this offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.  
The overview of the programme can be seen on the school website and in the PSHE policy.
- 3.3. This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

## 4. Definitions

- 4.1. For the purpose of this policy, relationships and sex education is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality. For the purpose of this policy, health education is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices

## 5. Statutory Relationships and Health Education

- 5.1. "The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools." *DfE Guidance p.8*
- 5.2. Here, at Buckingham Park School we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.
- 5.3. We include the statutory Relationships and Health Education within our whole-school PSHE Programme, although have separate policies to cover each of these.
- 5.4. To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

## 6. Curriculum organisation and content

6.1. Our relationships, health and sex education curriculum has been organised in line with the statutory requirements outlined in the DfE statutory guidance. Schools are free to determine, within the statutory curriculum content outlined by the DfE, what pupils are taught during each year group. We have considered the age and development of pupils when deciding what will be taught, and have planned a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as pupils progress through school.

6.2. The tables below have been taken from the DfE statutory guidance document, and provide an overview of the required learning for relationships and health education throughout primary years (Yr R to Yr 6)

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

Relationships Education		
	Pupils should know...	How Jigsaw provides the solution
<b>Families and people who care for me</b>	<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 (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).</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> <li>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>Relationships</li> <li>Changing Me</li> <li>Celebrating Difference</li> <li>Being Me in My World</li> </ul>

	<ul style="list-style-type: none"> <li>the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>	
<b>Online relationships</b>	<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>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>Relationships</li> <li>Changing Me</li> <li>Celebrating Difference</li> </ul>
<b>Being safe</b>	<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>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>Relationships</li> <li>Changing Me</li> <li>Celebrating Difference</li> </ul>

<b>Health Education</b>		
	<b>Pupils should know</b>	<b>How Jigsaw provides the solution</b>
<b>Mental wellbeing</b>	<ul style="list-style-type: none"> <li>that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>Healthy Me</li> <li>Relationships</li> <li>Changing Me</li> <li>Celebrating Difference</li> </ul>

	<ul style="list-style-type: none"> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online).</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>	
<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Healthy Me</li> </ul>
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p>

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

## **7. Online and social media**

- 7.1. Children and young people are growing up in a culture where technology and social media are important and have created more opportunity for sharing personal information. Relationship education should encourage pupils to think about what they want others to know and see about them – whether on or offline. Teachers should address the core issues of safety, privacy, peer influence and personal responsibility. Internet safety is included in the new computing curriculum, but doesn't cover the important relationship aspects, so it is vital to coordinate with colleagues responsible for the computing curriculum to ensure there is no unhelpful duplication or contradictory messages.
- 7.2. Staff will never guide children to independently research the answers to questions related to Sex and Relationships education, but rather guide them to other adults, or lessons, which may be able to support this.
- 7.3. 'Sexting' and other self-made images and messages of a sexual nature, raise particular issues of safety, privacy, peer influence and personal responsibility. 'Sexting' is a term used by adults, referring to sexual content and images sent by mobile phones. Specific work about 'sexting' should be addressed in RSE as soon as it is identified as a potential issue. Teaching should cover communication skills, attitudes and values, the law, acceptable and unacceptable behaviour, and how to seek help.

## **8. Sex Education**

- 8.1. The primary curriculum for Science includes relevant content related to sex education, which is a statutory requirement for schools to deliver. In brief, this teaches pupils about: the main external body parts, the human body as it grows from birth to old age (including puberty), and reproduction in some plants and animals. Sex education beyond these elements of the Science curriculum is non-statutory for primary schools, so there is not a prescribed programme of study that schools must follow.

## **9. Non-statutory Sex Education**

- 9.1. Buckingham Park wants to ensure that the children have the best education in all areas including sex education and have followed the government recommendations in our approach to teaching sex education.
- 9.2. To support teachers in delivering our relationships and sex education curriculum, the school uses an adapted version of the Jigsaw RSE programme of study. This consists of a half term of age appropriate lessons for each year. RSE is taught in upper Key stage 2 with the teaching adapted to suit the schools cultural capital.
- 9.3. These lessons include topics such as health and self-care in Reception to puberty and reproduction in Year Six.
- 9.4. We feel that part of our duty in preparing children for the next phase of their education, involves accurate, direct and age-appropriate teaching of human sexuality, puberty and the reproductive process. We also believe in the opportunity for children to use the correct scientific terminology and vocabulary as they develop through the school.
- 9.5. It is important that this sensitive content is delivered in a confidential, secure and comfortable space for the children. We also believe that by including this in the weekly PSHE sessions the children experience, minimises the stigma and normalises this conversation.



- 9.6. All of our teaching staff are trained teachers and therefore we feel, are suitably qualified to teach these topics, and respond sensitively to issues that may arise.
- 9.7. At times, children’s questioning may lead the topic of discussion away from the covered objective. Where this is age appropriate, staff may make decisions to answer these questions. If they do this, they will keep the answer simple and factual. If the topic is not suitable for the taught session, then staff will advise the children where they could find the answer i.e. in later year group or by speaking to a parent/carer at home. Questions will be taken anonymously through a question box in the classroom to allow all children to access this.
- 9.8. All children will have access to class question boxes in KS2 to ensure confidentiality where needed. KS1/EYFS will also have question boxes available however for those children that struggle to communicate in written form the children will have access to photos/names to pop into the box so that they can speak to a qualified member of staff.
- 9.9. An overview of the curriculum content for each year group is outlined below. This relates to the content of the ‘Changing Me’ section of our Jigsaw scheme of work, adapted to suit the needs of Buckingham Park School:

<b>Buckingham Park personalised RSE curriculum for Summer 2</b>		
<b>Year Group</b>	<b>Lesson Objectives</b>	<b>Key Vocabulary</b>
<b>Nursery</b>	I can name parts of the body I understand that we all grow from babies to adults	Basic body parts (non-sexual) Grow, change, old, young
<b>Reception</b>	I can name parts of the body I understand that we all grow from babies to adults	Basic body parts (non-sexual) Grow, change, old, young
<b>Year One</b>	I can tell you some things about me that have changed and some things about me that have stayed the same know how my body has changed since I was a baby Boys’ and Girls’ Bodies: I can identify the parts of the body that make boys different to girls and can use the correct names for these.	Male, Female, Penis, Vagina
<b>Year Two</b>	I can tell you some things about me that have changed and some things about me that have stayed the same know how my body has changed since I was a baby Boys’ and Girls’ Bodies: I can identify the parts of the body that make boys different to girls and can use the correct names for these:	Male, Female, Vagina, Penis, Testicles, Vulva, Breasts
<b>Year Three</b>	Changing Me: I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old Boys’ and Girls’ bodies: I can recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some of the parts of my body are private.	Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Breasts, Public, Private

<p><b>Year Four</b></p>	<p>Babies: I understand that in animals and humans, lots of changes happen between conception and growing up and that it is usually the female who has the baby. I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow Body changes: I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</p>	<p>Birth, Animals, Babies, Mother, Growing up, Uterus, Womb, Change, Puberty, Control, Puberty, Male, Female, Testicles, Sperm, Penis, Ovaries, Egg, Ovum/ Ova, Womb/ Uterus, Vagina, Menstruation, Periods</p>
<p><b>Year Five</b></p>	<p>Unique Me: I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm Having a Baby: I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby Girls and Puberty: I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</p>	<p>Sperm, Egg/Ovum, Penis, Testicles, Vagina/Vulva, Womb/Uterus, Ovaries, Making love, Having sex, Sexual Intercourse, Fertilise, Conception, Puberty, Menstruation, Periods</p>
<p><b>Year Six</b></p>	<p>Puberty: I can explain how a girl's and a boy's body changes during puberty and understand the importance of looking after yourself physically and emotionally Conception: I understand that sexual intercourse can lead to conception and that is how babies are usually made. I also understand that sometimes, people need IVF to help them have a baby I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born Boyfriends and Girlfriends: I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a boyfriend/girlfriend.</p>	<p>Puberty, Menstruation, Periods, Sanitary towels, Sanitary pads, Tampons, Ovary/ Ovaries, Vagina Oestrogen, Vulva, Womb/Uterus, Sperm, Semen, Testicles/Testes, Erection, Ejaculation, Wet dream, Larynx, Facial hair, Growth spurt, Hormones, Sexual intercourse, Fallopian tube, Fertilisation, Pregnancy, Embryo, Umbilical cord, Contraception, Fertility treatment (IVF)</p>

## 10. The right to be withdrawn

10.1. As per the DfE statutory guidance, parents and carers have the right to request that their child be withdrawn from all or part of the non-statutory sex education curriculum. Please refer to the table below in Appendix 1 for each year group to see what your child can be withdrawn from. Only the

content highlighted in yellow is able to be withdrawn from, as the rest of the content is deemed statutory. This only entails the lesson on sexual intercourse in our Year 6 content.

- 10.2. Parents do not have the right to withdraw their children from relationships education. The primary science curriculum includes teaching about the main external parts of the human body, how the human body changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals. Children cannot be withdrawn from the science curriculum. In line with our school's safeguarding policy, if a child is at risk of sexual harm, additional actions will be taken to ensure children have the knowledge and skills to keep themselves and others safe through appropriate channels.
- 10.3. Any requests to be withdrawn from non-statutory sex education must be made in writing to the Headteacher at the earliest opportunity. Any such request will automatically be granted, but the Headteacher will request to meet with the parent/carer to discuss their request, to ensure that their wishes are understood, and to clarify the nature and purpose of the curriculum; if appropriate, this discussion may also include a conversation with the pupil.
- 10.4. The Headteacher will also discuss with the parent/carer the benefits of receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, possible social and emotional effects of being excluded. The Headteacher will keep a written record of the discussion, and will ensure that the pupil receives appropriate alternative education during the delivery of non-statutory sex education.

## **11. Sexual Orientation**

- 11.1. Buckingham Park recognises that within society there are a range of views with regard to homosexuality and homophobic, transphobic and biphobic (HTB) abuse. Regardless of this, prejudice, victimisation and the use of homosexual and HTB slang as a form of abuse are contrary to our schools' values and will be actively discouraged. Explicit and implicit homophobia in schools has a negative impact on the attendance and attainment of LGBT young people and schools will take a whole school approach to addressing prejudicial behaviour and attitudes that do not fit with our ethos of diversity and inclusivity. All schools are required to adhere to the 2010 Equalities Act , and challenge any form of direct and indirect discrimination.
- 11.2. Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them and sensitive to their needs. Our teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. There should be no direct promotion of sexual orientation.

## **12. Menstruation**

- 12.1. The statutory guidance for RSE states "The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Pupils should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. In addition to curriculum content, schools should also make adequate and sensitive arrangements to help girls prepare for and manage menstruation including with requests for menstrual products. Schools will need to consider the needs of their cohort of pupils in designing this content.
- 12.2 At Buckingham Park menstruation is taught within the curriculum in year 5. However as advised above and having taken into consideration the needs of our children. Children in year 4 will be taught about menstruation due to the increase in girls starting puberty at a younger age. Parents will be informed by the headteacher when this lesson will be taught to the cohort in advance.

### **13. Morals and Morality**

13.1. Morals and morality are essential dimensions of sexuality and relationships. The programme will respect individual differences - inspired by cultural, religious, ethnic and family backgrounds - and it will endeavour to promote those values of respect and dignity for human life which are common to all faiths and societies.

### **14. Curriculum delivery**

14.1. The delivery of relationships, health and sex education coincide with one another and will be delivered by class teachers as part of the school's PSHE curriculum and, where relevant, the Science curriculum. Where objectives relate directly to online safety, these will also be delivered and/or reinforced during Computing and ICT lessons.

14.2. In each year group, appropriate resources, including diagrams, videos, books and games, will be used to assist learning, alongside discussion and practical activities.

14.3. At the discretion of the headteacher, pupils may, on occasion, be taught in gender-segregated groups, dependent upon the nature of the topic being delivered. For the most part, the information is non-gender specific and therefore will be taught in the children's usual class groups to maintain consistency.

14.4. When planning lessons, the class teacher will establish what is appropriate for one-to-one and whole-class settings, and plan their lessons accordingly. At all times, pupils will be encouraged to engage in discussion and ask questions, which will be answered sensitively, honestly and with due regard to the pupil's age and understanding.

14.5. During the RSE children will learn the scientific names for body parts but teachers and students will also explore what the children and families refer to them at home.

### **15. Equality**

15.1. We understand our responsibilities in relation to the Equality Act 2010; specifically, that we must not unlawfully discriminate against any person because of their age, sex or sexual orientation, race, disability, or religion/belief. The teaching of our relationships, health and sex education curriculum reflects these requirements set out in law so that pupils understand what the law does and does not allow, and the wider legal implications of the topics that are being taught.

15.2. We will ensure that all teaching and materials are appropriate for the ages of the pupils, their developmental stages and any additional needs, such as SEND.

15.3. Curriculum plans will: provide appropriate challenge for pupils; be differentiated for pupils' needs; give an equal focus to boys and girls; support the reduction of stigma, particularly in relation to mental wellbeing; encourage openness through discussion activities and group work; challenge perceived views of protected characteristics through exploration of, and developing mutual respect for, those different to themselves. This may include discussion around same-sex relationships, the LGBTQ community and transgender.

### **16. Confidentiality**

16.1. Confidentiality within the classroom is an important component of relationships, health and sex education, and teachers will respect the confidentiality of their pupils as far as is possible.

16.2. They will, however, report any concerns or disclosures that indicate potential abuse to the Designated Safeguarding Lead as per the school's Safeguarding and Child Protection policy. Pupils will be informed of the school's responsibilities in terms of confidentiality and will be supported to understand what action may be taken regarding any concerns that they share.

## **17. Linked Documents**

17.1. Our RSE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

17.2. It is also aligned with the Church of England's "A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)" and draws on the advice given in the Church of England document 'Valuing All God's Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying' (Church of England Education Office, second edition updated summer 2019). The Jigsaw Programme is also aligned to the PSHE Association Programmes of Study for PSHE.

## **18. Monitoring and review**

18.1. This policy will be monitored by the Headteacher and Local Governing Body.

18.2. This policy will be reviewed every three years. Policy review will take into account feedback from parents and carers, pupils and staff, as well as any changes to legal and statutory frameworks.

## APPENDIX 1 - Statutory Documents used – Science national curriculum (SNC), EYFS and Relationships Education, Relationships and Sex Education (RSE) and Health Education (RE,RSE,HE)

### Changing Me – Nursery

Weekly Celebration	Pieces	Learning Intentions	Curriculum links to EYFS curriculum
<b>Understand that everyone is unique and special</b>	1. My Body	I can name parts of my body and show respect for myself	PSED (Manging Self)- (ELG) Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. RE,RSE,HE- The importance of self-respect and how this links to their own happiness
<b>Can express how they feel when change happens</b>	2. Respecting My Body	I can tell you some things I can do and some food I can eat to be healthy	PSED (pg10) - Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. PSED (Manging Self)- (ELG) Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
<b>Understand and respect the changes that they see in themselves</b>	3. Growing Up	I understand that we all start as babies and grow into children and then adults	CLL (ELG) - Make comments about what they have heard and ask questions to clarify their understanding. Creating and thinking critically (pg18) - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. UW (ELG) Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
<b>Understand and respect the changes that they see in other people</b>	4. Growth and Change	I know that I grow and change	UW (ELG) Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. PSED (ELG) - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
<b>Know who to ask for help if they are worried about change</b>	5. Fun and Fears	I can talk about how I feel moving to School from Nursery	PSED (Reception statement): Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

<b>Are looking forward to change</b>	6. Celebration	I can remember some fun things about Nursery this year	UW (ELG): Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. CLL (ELG) Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
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## Changing Me - Reception

<b>Weekly Celebration</b>	<b>Pieces</b>	<b>Learning Intentions</b>	<b>Curriculum links to EYFS curriculum</b>
<b>Understand that everyone is unique and special</b>	1. My Body	I can name parts of the body	PSED (Manging Self)- (ELG) Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. RE,RSE,HE- The importance of self-respect and how this links to their own happiness
<b>Can express how they feel when change happens</b>	2. Respecting My Body	I can tell you some things I can do and foods I can eat to be healthy	PSED (pg10) - Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. PSED (Manging Self)- (ELG) Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
<b>Understand and respect the changes that they see in themselves</b>	3. Growing Up	I understand that we all grow from babies to adults	CLL (ELG) - Make comments about what they have heard and ask questions to clarify their understanding. Creating and thinking critically (pg18) - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. UW (ELG) Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
<b>Understand and respect the changes that they see in other people</b>	4. Fun and Fears Part 1	I can express how I feel about moving to Year 1	UW (ELG) Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. PSED (ELG) - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
<b>Know who to ask for help if they are worried about change</b>	5. Fun and Fears Part 2	I can talk about my worries and/or the things I am looking	PSED (Reception statement): Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

		forward to about being in Year 1	
<b>Are looking forward to change</b>	6. Celebration	I can share my memories of the best bits of this year in Reception	UW (ELG): Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. CLL (ELG)

## Changing Me – Year 1

<b>Weekly Celebration</b>	<b>Pieces</b>	<b>Learning Intentions</b>	<b>Curriculum links/Ability to withdraw</b>
<b>Understand that everyone is unique and special</b>	1. Life cycles	I am starting to understand the life cycles of humans and animals I understand that changes happen as we grow and its ok	UW (ELG)-Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. UW (ELG)-Explores the natural world around him/her, making observations and drawing pictures of animals and plants SNC-Notice that animals, including humans, have offspring which grow into adults SNC- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
<b>Can express how they feel when change happens</b>	2. Changing me	I can tell you some things about me that have changed and some things about me that have stayed the same. I know that changes are OK and that sometimes they will happen whether I want them or not.	UW (ELG)-Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. SNC- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense SNC-Notice that animals, including humans, have offspring which grow into adults
<b>Understand and respect the changes that they see in themselves</b>	3. My changing body	I can tell you how my body has changed since I was a baby. I understand that growing up is natural and that everybody grows at different rates.	SNC-Notice that animals, including humans, have offspring which grow into adults
<b>Understand and respect the changes that they see in other people</b>	4. Boys and Girls bodies	I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus.	SNC-Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. RE,RSE,HE- The importance of self-respect and how this links to their own happiness RE,RSE,HE- Each person's body belongs to them



		I respect my body and understand which parts are private	
<b>Know who to ask for help if they are worried about change</b>	5. Learning and growing	I understand that every time I learn something new I change a little bit. I enjoy learning new things.	PSED (ELG) - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate RS,RSE,HE-The importance of self-respect and how this links to their own happiness
<b>Are looking forward to change</b>	6. Celebration	I can tell you about changes that have happened in my life. I have some ways to cope with changes.	UW (ELG)-Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. RE,RSE,HA-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.

## Changing Me – Year 2

<b>Weekly Celebration</b>	<b>Pieces</b>	<b>Learning Intentions</b>	<b>Curriculum links/Ability to withdraw</b>
<b>Understand that everyone is unique and special</b>	1. Life cycles	I am starting to understand the life cycles of humans and animals I understand that changes happen as we grow and its ok	SNC-Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. SNC-Notice that animals, including humans, have offspring which grow into adults
<b>Can express how they feel when change happens</b>	2. Changing me	I can tell you some things about me that have changed and some things about me that have stayed the same. I know that changes are OK and that sometimes they will happen whether I want them or not.	SNC-Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. SNC-Notice that animals, including humans, have offspring which grow into adults
<b>Understand and respect the changes that they see in themselves</b>	3. My changing body	I can tell you how my body has changed since I was a baby. I understand that growing up is natural and that everybody grows at different rates.	SNC-Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. SNC-Notice that animals, including humans, have offspring which grow into adults
<b>Understand and respect the changes that they see in other people</b>	4. Boys and Girls bodies	I can identify the parts of the body that make boys different to girls and can use the correct	SNC-Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

		names for these: penis, testicles, vagina, vulva, anus. I respect my body and understand which parts are private	RE,RSE,HE- The importance of self-respect and how this links to their own happiness RE,RSE,HE- Each person's body belongs to them
<b>Know who to ask for help if they are worried about change</b>	5. Learning and growing	I understand that every time I learn something new I change a little bit. I enjoy learning new things.	RS,RSE,HE-The importance of self-respect and how this links to their own happiness
<b>Are looking forward to change</b>	6. Celebration	I can tell you about changes that have happened in my life. I have some ways to cope with changes.	SNC-Notice that animals, including humans, have offspring which grow into adults RS,RSE, HA- Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

### Changing Me – Year 3

Weekly Celebration	Pieces	PSHE learning intention	Curriculum links/Ability to withdraw
<b>Understand that everyone is unique and special</b>	<b>1. Life Cycles in Nature</b>	I can recognise cycles of nature in life. I understand there are some changes that are outside my control and can recognise how I feel about this.	SNC-Notice that animals, including humans, have offspring which grow into adults
<b>Can express how they feel when change happens</b>	<b>2. Growing from Young to Old</b>	I can tell you about the natural process of growing from young to old and understand that this is not in my control. I can identify people I respect who are older than me.	SNC-Notice that animals, including humans, have offspring which grow into adults SNC-Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. RS, RSE,HA-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>Understand and respect the changes that they see in themselves</b>	<b>3. The Changing Me</b>	I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old. I feel proud about becoming more independent.	SNC-Notice that animals, including humans, have offspring which grow into adults RS, RSE,HA-The importance of self-respect and how this links to their own happiness.

<b>Understand and respect the changes that they see in other people</b>	<b>4. Boys' and Girls' Bodies</b>	I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private. I can tell you what I like/don't like about being a boy/girl.	SNC-Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense RS,RSE, HA- The importance of self-respect and how this links to their own happiness.
<b>Know who to ask for help if they are worried about change</b>	<b>5. Assertiveness</b>	I understand there are different types of touch and can tell you which ones I like and don't like. I am confident to say what I like and don't like and can ask for help.	RS, RSH,HA-the conventions of courtesy and manners. RS,RSH,HA-The importance of permission-seeking and giving in relationships with friends, peers and adults RS,RSH,HA-That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
<b>Are looking forward to change</b>	<b>6. Looking Ahead</b>  <b>Assessment Opportunity H</b>	I can identify what I am looking forward to in my next class. I can start to think about changes I will make when I am in Year 3 and know how to go about this.	RS,RSH,HA-Where to get advice e.g. family, school and/or other sources

## Changing Me – Year 4

<b>Weekly Celebration</b>	<b>Pieces</b>	<b>PSHE learning intention</b>	<b>Curriculum links/Ability to withdraw</b>
<b>Understand that everyone is unique and special</b>	<b>1. How babies grow</b>	I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby I can express how I feel when I see babies or baby animals	SNC-Notice that animals, including humans, have offspring which grow into adults
<b>Can express how they feel when change happens</b>	<b>2. Babies</b>	I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow I can express how I might feel if I had a new baby in my family	RE,RSE,HE: key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

Understand and respect the changes that they see in themselves	3. Outside body changes	I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during the growing up process. I recognise how I feel about these changes happening to me and know how to cope with those feelings	RE,RSE,HE: key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
Understand and respect the changes that they see in other people	4. inside body changes	I can identify how boys and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up I can recognise how I feel about these changes happening to me and know how to cope with these feelings	RE,RSE,HE: key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
Understand and respect the changes that they see in themselves	5. Girls and puberty	I can describe how a girls body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this. I have strategies to help me cope with the physical and emotional changes I will experience during puberty	SNC: describe the life process of reproduction in some plants and animals. RE,RSE,HE: key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. RE,RSE,HE: about menstrual wellbeing including the key facts about the menstrual cycle.
Know who to ask for help if they are worried about change	6. Family Stereotypes	I can start to recognise stereotypical ideas I might have about parenting and family roles I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes	RE,RSE,HE: 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 RE,RSE,HE: 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.
Are looking forward to change	7. Looking Ahead  Assessment Opportunity	Identify what I am looking forward to when I move to my next class Start to think about changes I will make next year and know how to go about this	RE,RSE,HE: 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

## Changing Me – Year 5

Weekly Celebration	Pieces	PSHE learning intention	Curriculum links/Ability to withdraw
Understand that everyone is unique and special	1. Unique me	I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm. I appreciate that I am a truly unique human being	SNC: describe the changes as humans develop to old age. SNC: describe the life process of reproduction in some plants and animals. SNC: recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
Can express how they feel when change happens	2. Having a baby	I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby. I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult	RE,RSE,HE: key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
Understand and respect the changes that they see in themselves	3. Girls and puberty	I can describe how a girls body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this. I have strategies to help me cope with the physical and emotional changes I will experience during puberty	SNC: describe the life process of reproduction in some plants and animals. RE,RSE,HE: key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. RE,RSE,HE: about menstrual wellbeing including the key facts about the menstrual cycle.
Understand and respect the changes that they see in other people	4. Circles of change	I know how the circle of change works and can apply it to changes I want to make in my life. I am confident enough to try to make changes when I think they will benefit me	RE, RSE, HE: 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).
Know who to ask for help if they are worried about change	5. Accepting change	I can identify changes that have been and may continue to be outside of my control that I have learnt to accept I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively	RE, RSE, HE: 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). RE,RSE,HE: it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Are looking forward to change	6. Looking Ahead  Assessment Opportunity	I can identify what I am looking forward to when I move to a new class I can reflect on the changes I would like to make next year and can describe how to go about this	RE,RSE,HE: 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.
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## Changing Me – Year 6 – Part 1

Weekly Celebration	Pieces	PSHE learning intention	Curriculum links/Ability to withdraw
Understand that everyone is unique and special	1. Self and body image	I am aware of my own self image and how my body image fits into that. I know how to develop my own self esteem	RE,RSE,HE(Health and prevention) To recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. RE,RSE,HE: simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
Can express how they feel when change happens	2. Puberty for girls	I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally. I understand that puberty is a natural process that happens to everybody and that It will be ok for me	SNC: describe the changes as humans develop to old age. RE,RSE,HE : (DfE statements for end of primary): key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
Understand and respect the changes that they see in themselves	3. Puberty for boys	I can describe how boys' and girls' bodies change during puberty I can express how I feel about the changes that will happen to me during puberty	SNC: describe the changes as humans develop to old age. RE,RSE,HE : (DfE statements for end of primary): key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
Understand and respect the changes that they see in other people	4. Conception	I understand that sexual intercourse can lead to conception and that is how babies are usually made. I also understand that sometimes people need IVF to help them have a baby I appreciate how amazing it is that human bodies can reproduce in these ways	<b>NO STATUTORY LINK – THIS LESSON CAN BE WITHDRAWN FROM, UPON REQUEST</b>

Know who to ask for help if they are worried about change	5. Looking ahead 1	I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent) I am confident that I can cope with the changes that growing up will bring	RE,RSE,HE : (DfE statements for end of primary): 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.
Are looking forward to change	6. Looking Ahead 2  Assessment Opportunity	I can identify what I am looking forward to when I move to my next class. I can start to think about changes I will make next year and know how to go about this	RE,RSE,HE : (DfE statements for end of primary): 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.

## Changing Me – Year 6 – Part 2

Weekly Celebration	Pieces	PSHE learning intention	Statutory curriculum links
Understand that everyone is unique and special	1. My Self image	I am aware of my own self image and how my body image fits into that	RE,RSE,HE(Health and prevention) To recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.  RE,RSE,HE: simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
Can express how they feel when change happens	2. Puberty	I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically. I can express how I feel about the changes that will happen to me during puberty	SNC: describe the changes as humans develop to old age. RE,RSE,HE : (DfE statements for end of primary): key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
Understand and respect the changes that they see in themselves	3. Babies: Conception to Birth	I can describe how a baby develops from conception through the nine months of pregnancy and how it is born I can recognise how I feel when I reflect on the development and birth of a baby	SNC: recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents RE,RSE,HE : (DfE statements for end of primary): key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

<p>Understand and respect the changes that they see in other people</p>	<p>4. Boyfriends and Girlfriends</p>	<p>I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend. I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressurised into doing something I don't want to</p>	<p>RE,RSE,HE(69) It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.</p>
<p>Know who to ask for help if they are worried about change</p>	<p>5. Real Self and ideal Self</p>	<p>I am aware of the importance of a positive self-esteem and what I can do to develop it I can express how I feel about my self-image and know how to challenge negative body talk I know how to develop my own self esteem</p>	<p>RSE (79) Pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy. They should be taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing.</p>
<p>Are looking forward to change</p>	<p>6. The year ahead  Assessment Opportunity</p>	<p>I can identify what I am looking forward to and worries me about the transition to secondary school/ or moving to my next class I know how to prepare myself emotionally for the changes next year</p>	<p>RE,RSE,HE : (DfE statements for end of primary): 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.</p>





## **APPENDIX 2 - Frequently asked questions (FAQs) about PSHE/RSE**

Can I withdraw my child from PSHE?

In line with statutory guidance children have to be taught PSHE and are not able to be withdrawn from Statutory teaching.

Can I access the PSHE material that my child is being taught?

Yes, Parents are asked to put their request in writing to the headteacher.

Do the children learn about online safety in PSHE?

PSHE will encourage pupils to think about what they want others to know and see about them – whether on or offline. Teachers will address the core issues of safety, privacy, peer influence and personal responsibility.

Will the children learn that sex is for pleasure?

In line with the schools policy we have the belief the correct and most age-appropriate teaching in a primary setting is that sex is for reproduction and not for pleasure. Therefore, we do not teach that sex is for pleasure or about masturbation.

Can I withdraw my child from the sex teaching?

In line with government guidance you are able to withdraw from the sex teaching. However at Buckingham Park we only teach 1 lesson on sex in year 6 and we believe that it is important for the children to access this teaching in preparation for the transition between RSE teaching in primary and secondary school.

Will my child be taught about LGBTQ+ and Trans?

There is no direct promotion of sexual orientation within the RSE curriculum. Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them and sensitive to their needs. Our teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. There will be no direct discussion about the above topics as a part of our curriculum.

Are the children taught in gender segregated groups?

At Buckingham park we do not believe that teaching RSE in gender segregated groups is beneficial to the children and that all children should be exposed to the same teaching regardless of gender.

Will my child have the opportunity to ask questions?

All classes have question boxes where they can ask questions that staff can answer where appropriate. All KS2 classes have boxes where they can write questions and KS1 and EYFS have access to boxes where they are able to put in their pictures or name cards to flag to an adult that they need to speak to a adult where it may not always be within their academic ability to communicate effectively through written method