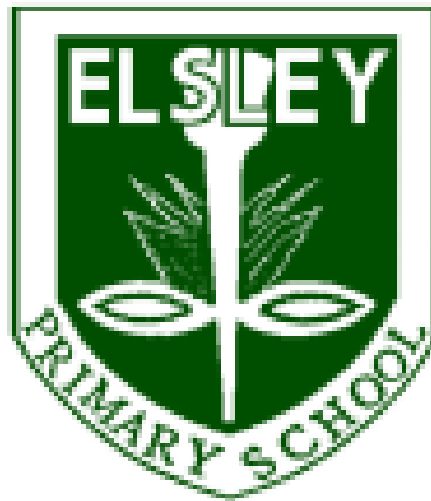


DRAFT Relationships Sex Education (RSE) Policy

Elsley Primary School



Approved by:

Date: 14/5/20

Last reviewed on:

Next review due by:

Our School Vision

At Elsley, we believe in a lifelong process of active growth and self-improvement. We have a diverse community and adopt an attitude in which we want each of our pupils to feel valued, respected and safe. We celebrate individuality, achievements and talents and we inspire pupils to have high aspirations to strive to reach their personal best.

Aims and Principles

Elsley is situated in Brent which is home to one of the most diverse communities in the country and this is one of our strengths. We strive to be an inclusive society and to ensure that everyone in our school feels welcome and equal. This means embracing the modern world we live in, understanding and celebrating our various differences, and addressing the context in which our children are growing up.

Safeguarding children and young people is paramount and is everyone's responsibility. Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

We believe Relationships and Sex Education (RSE) is important for our pupils and our school because:

- It is giving children the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy
- It is the recognition that everyone faces difficult situations in their lives and how relationship and sex education can support young people to develop resilience, to know how and when to ask for help, and to know where to access support
- It promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- It prepares pupils at the school for the opportunities, responsibilities and experiences of later life

We view the partnership of home and school as vital in providing the context to both compliment and reinforce what pupils learn at home about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online, as well as how to be healthy.

Statutory Requirements

Current regulations and guidance from the Department for Education state that all schools must deliver relationships education as of September 2020.

As a maintained 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 Elsley Primary School we teach RSE as set out in this policy.

Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

Policy Development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

Definition

RSE provides pupils with the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

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

RSE is not about the promotion of sexual activity.

Curriculum Design

RSE is taught as an embedded part of the PSHE curriculum by, following a spiral planned programme of work. It gradually expands and enriches key concepts, increases knowledge, deepens understanding, and rehearses and develops key skills through a thematic approach. While we carry out the main RSE in our PSHE curriculum, we also do some RSE through the statutory science curriculum and other subject areas, such as PE and Computing.

Please see *Appendix 1* for each Year Group's overviews.

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

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).

Pupils also receive stand-alone sex education sessions delivered by class teacher in years 5 & 6. These will take place in separate gendered lessons. Primary sex education in our school does not extend beyond the biological and reproductive aspects of what is already required to be covered by the KS2 science national curriculum. It will focus on:

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

Safe and effective practice

We have developed the curriculum in consultation with parents, pupils and staff, 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 don't seek answers online.

Both formal and informal PSHE and 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 designated safeguarding lead.

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Roles and Responsibilities

The governing board

The governing board will hold the headteacher to account for the implementation of this policy.

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school.

Staff

Teaching staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

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.

Pupils

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

This will be achieved by establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital to successful and effective teaching and learning within this subject. Each class will establish ground rules based on the following:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive

Parental rights

Parents do not have the right to withdraw their children from relationships education.

However, parents, carers and other adults in the community are entitled to:

- accessible, accurate, up-to-date, information delivered in a way which meets their needs
- a safe and supportive environment for their children
- information on how and when RSE is taught
- understand their rights and responsibilities in relation to RSE policy and curriculum
- be informed about issues of confidentiality and how it affects them and their children
- have their views and ideas received in a respectful, non-judgemental manner.

Monitoring arrangements

The PSHE subject leader will monitor delivery of PSHE through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. Evaluation will be based on:

- Pupil and teacher evaluation of the content and learning processes
- Lesson observations
- Staff meetings to review and share ideas

Engaging Stakeholders

The school acknowledges that the primary role in children's RSE lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation.

Parents will be informed about the policy, and an information meeting will be held annually for parents of children in Year 5 and Year 6. Parents will have the opportunity to discuss the resources used.

We have decided that we will not teach the sex education elements as this is not statutory except those parts included in the statutory National Curriculum: all children are expected to learn the content of the national science curriculum (see Appendix 2).

Review

As part of effective RSE provision, this RSE policy will be reviewed by the PSHE Leader every 2 years to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with the up to date Department for Education advice and guidance. At every review, the policy will be approved by the headteacher.

Appendix 1

ELSLEY PRIMARY SCHOOL

P.S.H.E. MEDIUM TERM PLAN

SEPTEMBER 2020

A.VASDEV


CORE THEMES:






Health and Well-being







Relationships












Living in the Wider World











 The red flag demarcates lessons which directly link to safeguarding.














 The DfE symbol demarcates lessons that have been added as a result of the updated changes from the 2020 RSE Statutory












PSHE	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
	<p>RELATIONSHIPS – Feelings and Emotions/ Valuing Differences RE TOPIC: CARING FOR THE WORLD</p>	<p>HEALTH AND WELL-BEING- Growing and Changing/ Healthy Lifestyles RE TOPIC: CHRISTMAS NATIVITY</p>	<p>LIVING IN THE WIDER WORLD- Rights and Responsibilities RE TOPIC: WATER</p>	<p>LIVING IN THE WIDER WORLD - Rights and Responsibilities RE TOPIC: CARING FOR EACH OTHER</p>	<p>RELATIONSHIPS – Valuing Difference/Healthy Relationships RE TOPIC: LIGHT</p>	<p>HEALTH AND WELL-BEING- Healthy Lifestyles RE TOPIC: FOOD</p>
Year 1	<p>R5 To provide opportunity for pupils to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class (KS1)</p> <p>R6 To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) (KS1)</p> <p>R4 - To recognise what is fair and unfair, kind and unkind, what is right and wrong (KS1)</p>	<p> H4 To recognise good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings (KS1)</p> <p>H9 To recognise how individuals are growing and changing and new opportunities and responsibilities that increasing independence may bring (KS1)</p> <p>H3 To think about themselves, to learn from their experiences, to recognise and celebrate</p>	<p>L10 To understand that people and other living things have rights and that everyone has responsibilities to protect those rights- being able to take turns, share and understand the need to return things that have been borrowed (KS1)</p> <p>L5 – To recognise what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy) (KS1)</p> <p>L1 To identify how they can contribute to the life</p>	<p>L8 To understand ways in which they are all unique; understand that there has never been and will never be another ‘them’ (KS1)</p> <p>L4 To identify that they belong to different groups and communities such as family and school (KS1)</p> <p> L10 To learn that people and other living things have rights and that everyone has responsibilities to protect those rights - protecting others’ bodies and feelings (KS1)</p>	<p>R9 To identify their special people (family, friends, carers), what makes them special and how special people should care for one another (KS1)</p> <p> R10 To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) (KS1)</p> <p> R3 To understand the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not</p>	<p>H1 To recognise what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health (KS1)</p> <p>H6 To identify the importance of, and how to, maintain personal hygiene (KS1)</p> <p> H2 To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences (KS1)</p>

		their strengths and set simple but challenging goals (KS1)	of the classroom and school (KS1)		keeping any secret that makes them feel uncomfortable, anxious or afraid (KS1)	
Year 2	HEALTH AND WELL-BEING- Growing and Changing/Healthy Lifestyles RE TOPIC: FOOD	HEALTH AND WELL-BEING- Keeping Safe RE TOPIC: LIGHT	LIVING IN THE WIDER WORLD- Taking Care of the Environment / Right and Responsibilities RE TOPIC: CARING FOR THE WORLD	LIVING IN THE WIDER WORLD- Rights and Responsibilities/Money RE TOPIC: WATER	RELATIONSHIPS- Feelings and Emotions/ Healthy Relationships RE TOPIC: CARING FOR EACH OTHER	RELATIONSHIPS- Valuing Difference/ Healthy Relationships RE TOPIC: RAMADAN
	<p>H9 To recognise how individuals are growing and changing and new opportunities and responsibilities that increasing independence may bring (KS1)</p> <p>H6 To understand the importance of, and how to, maintain personal hygiene (KS1)</p> <p>H7 To identify how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading (KS1)</p>	<p> H13 To recognise people who look after them, their family networks, who to go to if they are worried and how to attract their attention (KS1)</p> <p> H11 To understand that household products, including medicines, can be harmful if not used properly (KS1)</p> <p> H16 To understand what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy (KS1)</p>	<p>L4 To identify that they belong to different groups and wider communities such as those away from family and school (KS1)</p> <p>L5 To identify what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy) (KS1)</p> <p>L1 To recognise how they can contribute to the life of the classroom and school (KS1)</p>	<p>L6 To understand that money comes from different sources and can be used for different purposes, including the concepts of spending and saving (KS1)</p> <p>L7 To acknowledge the role money plays in their lives including how to keep it safe, choices about spending money (KS1)</p> <p>L7 To identify the impact of saving money and what influences those choices (KS1)</p>	<p>R1 To provide opportunity for pupils to communicate their feelings to others, to recognise how others show feelings and how to respond (KS1)</p> <p>R4 To recognise what is fair and unfair, kind and unkind, what is right and wrong (KS1)</p> <p> R10 To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) (KS1)</p>	<p>R12 - To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say (KS1)</p> <p> R13 – To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable (KS1)</p> <p> R14 – To develop strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help (KS1)</p>




PSHE	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
Year 3	HEALTH AND WELL-BEING/ RELATIONSHIPS- Valuing Difference RE TOPIC: SIKHISM	LIVING IN THE WIDER WORLD- RE TOPIC: CHRISTIANITY	RELATIONSHIPS RE TOPIC: SYMBOL	HEALTH AND WELL-BEING Growing and Changing RE TOPIC: CHRISTIANITY	HEALTH AND WELL-BEING- Healthy lifestyles - RE TOPIC: EASTER	LIVING IN THE WIDER WORLD- Rules and Responsibilities RE TOPIC: RULES FOR LIVING
	<p>H8 – To develop an understanding of change, including transitions (between key stages and schools) (KS2)</p> <p> R2 To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships (KS2)</p> <p> R3 To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support (KS2)</p>	<p>L9 To identify what being part of a community means, and about the varied institutions that support communities locally and nationally (KS2)</p> <p> L6 To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk (KS2)</p> <p> L2 To understand why and how rules and laws that protect them and</p>	<p> R4 - To recognise different types of relationship, including those between acquaintances, friends, relatives and families (KS2)</p> <p>R11 To work collaboratively towards shared goals (KS2)</p> <p> To identify 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</p>	<p> H6 To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others (KS2)</p> <p> H9 To differentiate between the terms, 'risk', 'danger' and 'hazard' (KS2)</p> <p> H8 To recognise how life can change through loss, separation, divorce and bereavement (KS2)</p>	<p>H12 – To understand what bacteria and viruses can affect health and that following simple routines can reduce their spread (KS2)</p> <p>H2 – To recognise how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' (KS2)</p> <p>H3 – To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet (KS2)</p>	<p> To differentiate between safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</p> <p> L2 To identify why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules (KS2)</p> <p>L7 To understand that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities (KS2)</p>

		others are made and enforced, why different rules are needed in different situations (KS2)	(including issues arising online)			
Year 4	HEALTH AND WELL-BEING RE TOPIC: HINDUISM	RELATIONSHIPS RE TOPIC: DIWALI	RELATIONSHIPS RE TOPIC: HINDUISM	HEALTH AND WELL-BEING RE TOPIC: PEOPLE OF FAITH	LIVING IN THE WIDER WORLD RE TOPIC: PLACES OF WORSHIP	LIVING IN THE WIDER WORLD/ HEALTHY AND WELL-BEING RE TOPIC: PRAYER AND WORSHIP
	<p> H15 To understand the need for school rules about health and safety, basic emergency aid procedures, where and how to get help (KS2)</p> <p> H23 – To recognise which people are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe (KS2)</p> <p> To discuss why social media, some computer games and online gaming, for example, are age restricted</p>	<p>R10 – To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view (KS2)</p> <p> R21 – To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy (KS2)</p> <p> R9 To recognise the concept of 'keeping something confidential or</p>	<p>R15 To recognise and manage 'dares' (KS2)</p> <p> R8 To judge what kind of physical contact is acceptable or unacceptable and how to respond (KS2)</p> <p> R18 –To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) (KS2)</p>	<p> H4 To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves (KS2)</p> <p> H1 To recognise what positively and negatively affects their physical, mental and emotional health (KS2)</p> <p> H6 To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others (online safety link) (KS2)</p>	<p>L1 To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people (KS2)</p> <p>L3 To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child (KS2)</p> <p>L11 To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom (KS2)</p>	<p>L13 – To understand the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer (KS2)</p> <p>L15 To identify that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world (KS2)</p> <p>H8 To accept change and understand how transitions can be made a positive experience</p>

		secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' (KS2)				
PSHE	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
Year 5	LIVING IN THE WIDER WORLD RE TOPIC: ISLAM	LIVING IN THE WIDER WORLD RE TOPIC: ISLAM	HEALTH AND WELL-BEING RE TOPIC: BUDDHISM	HEALTH AND WELL-BEING RE TOPIC: WESAK, BUDDHISM	RELATIONSHIPS RE TOPIC: MARRIAGE, RELATIONSHIPS AND LOVE IN RELIGIONS	RELATIONSHIPS RE TOPIC: BIRTH & DEATH
	<p>L9 To identify what being part of a community means, and about the varied institutions that support communities locally and nationally (KS2)</p> <p> L10 To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing (KS2)</p> <p> L17 To explore and critique how the media present information (KS2)</p>	<p> L4 To understand that universal rights are there to protect everyone and have primacy both over national law and family and community practices (KS2)</p> <p> L6 To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities</p> <p> L6 To develop strategies for getting support for</p>	<p> H1 To identify what positively and negatively affects their physical, mental and emotional health (KS2)</p> <p> H13 To understand that pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media (KS2)</p> <p> H14 To recognise when they need help and to develop the skills to ask for help; to use basic</p>	<p> To investigate the facts and science relating to allergies, immunisation and vaccination.</p> <p> H18 To identify how their body will, and their emotions may, change as they approach and move through puberty (KS2)</p> <p>H23 To recognise the people who are responsible for helping them stay healthy and safe and how these people can keep</p>	<p>R5 To recognise that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment (KS2)</p> <p>R19 To understand that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership (KS2)</p> <p> R20 To realise that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into</p>	<p> To recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <p>R13 To discuss how differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) (KS2)</p> <p> R14 To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help) (KS2)</p>

		themselves or for others at risk (KS2)	techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong (KS2)	them healthy and safe (KS2)	marriage and to know how to get support for them self or others (KS2)	
PSHE	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
Year 6	RELATIONSHIPS RE TOPIC: SUKKOT/ HARVEST	RELATIONSHIPS RE TOPIC: JUDAISM	LIVING IN THE WIDER WORLD RE TOPIC: JUDAISM	LIVING IN THE WIDER WORLD RE TOPIC: DIVERSITY IN OUR COMMUNITY	HEALTH AND WELL-BEING RE TOPIC: SACRED & SPECIAL BOOKS	HEALTH AND WELL-BEING RE TOPIC: PILGRIMAGE
	<p>R1 – To recognise and respond appropriately to a wider range of feelings in others (KS2)</p> <p> R2 – To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships (KS2)</p> <p> R3 – To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support (KS2)</p>	<p> H16 To understand what is meant by the term ‘habit’ and why habits can be hard to change (KS2)</p> <p> H24 To recognise the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.) (KS2)</p> <p> H25 To recognise how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they</p>	<p> To recognise the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p>L13 To understand the role money plays in their own and others’ lives, including how to manage their money and about being a critical consumer (KS2)</p> <p>L15 To identify that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of</p>	<p>L7 To acknowledge different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities (KS2)</p> <p> L10 To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing (KS2)</p> <p>L12 To consider the lives of people living in other</p>	<p> H18 To identify how their body will, and their emotions may, change as they approach and move through puberty (KS2)</p> <p> H19 To recognise that human reproduction is part of the human lifecycle (KS2)</p> <p> H19 To recognise how a baby is made and grows and how the responsibilities of a baby changes parent/carers life (KS2)</p>	<p> H11 To recognise how their increasing independence brings increased responsibility to keep themselves and others safe (KS2)</p> <p>H7 To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these (KS2)</p> <p>H8 To accept change and understand how transitions can be made a positive experience (between key stages and schools) (KS2)</p>

		feel uncomfortable or are concerned by such a request (KS2)	the environment across the world (KS2)	places, and people with different values and customs (KS2)		
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Additional topics that will be carried out through assemblies or workshops:	
Topic/ Objective:	Coverage:
 Being safe - how to report concerns or abuse, and the vocabulary and confidence needed to do so.	NSPCC Speak out Stay Safe Assembly
 Physical health and fitness - 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.	PE Lessons
 Internet safety and harms - why social media, some computer games and online gaming, for example, are age restricted	Computing Lessons

Appendix 2

Statutory Science programmes of study linking to Sex Education - Key stages 1 and 2 National curriculum in England September 2013

Year 1

- 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

- notice that animals, including humans, have offspring which grow into adults
(Non-statutory note: Pupils should be introduced to ...the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs)

Years 3 and 4

- Nothing in Science curriculum related to puberty or reproduction

Year 5

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age.

Year 6

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents