



*Learning Together...Achieving Together!*



# Relationships and Sex Education (RSE) and PSHCE

2021 - 2022



Date	May 2021
Approved by Governors	May 2021
Signed	
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## **WPS RSE and Health Education Policy**

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**Introduction:**

At WPS Primary School, we believe that Personal, Social, Citizenship and Health Education (PSCHE) is at the center of all we do. Through our school values, vision and aims, we promote the development of the whole child, supporting all pupil's self-esteem, moral and social skills as well as their academic success. We also provide care for all pupil's mental and physical health to enable them to lead happy, confident, and healthy lifestyles.

Good relationships are also fundamental to our school's ethos, supporting our success in being a happy, caring, and safe school for young children. Developing positive relationships from a young age, provides children with the knowledge and skills they need to make responsible and well-informed decisions about their lives. This also contributes towards the safeguarding of children. Our updated Relationships and Sex Education (RSE) and Health Education curriculums will play an integral part in our comprehensive PSCHE curriculum and help to underpin our relationships in and around school as well as within the wider community. Connecting both curriculums together will ensure children and young people are equipped with the necessary skills to live safe and fulfilled lives both now and in the future.

**Aims and Objectives:**

This policy has been developed to ensure that all school staff, parents and/or carers are clear about the statutory requirements regarding Relationships, Sex and Health Education. It is our intention that all children are provided with a bespoke and relevant program of Relationships and Sex Education (RSE) and Health Education at a level which is appropriate of their age, physical and emotional maturity as well as any additional/individual needs. The aims of Relationships and Sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Develop the personal skills required to create and maintain positive relationships with others.
- Help pupils develop feelings of self-respect, confidence, and empathy.
- Help pupils to respect themselves and others, take responsibility for their actions within their relationships and build resilience to overcome problems when relationships break down.
- Respect people's differences and demonstrate tolerance towards others.
- Provide information, advice, and strategies to help keep children safe in relationships.
- Develop the skills to communicate problems with others and recognise ways to reach out for support.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Prepare pupils for puberty and provide an understanding of sexual development and the importance of health and hygiene.

**Statutory Guidance:**

WPS must provide a Relationships and Health Education to all its pupils as per regulations made under sections 34 and 35 of the Children and Social Work Act 2017. These regulations make it compulsory for all Primary Schools to teach the Relationships and Health element of the outlined curriculum.

Primary Schools are however not required to provide a Sex Education, other than to teach the elements contained in the Science Curriculum. Despite this, The Department for Education (DfE) continue to recommend that all Primary schools should have a Sex Education program tailored to the age and the physical/ emotional maturity of the pupils. As a school, we are committed in our current choice to continue to teach age-appropriate Sex Education to Year 6 pupils to ease the transition phase to secondary school by raising awareness of their emotional and physical development. By continuing to teach Sex Education, we have a regard to guidance issued by the Secretary of State as outlined in Section 403 of the Education Act 1996. This guidance ensures we take reasonable steps to provide a Sex Education which encourages pupils to view moral considerations and the value of family life.

This policy was also developed in response to other statutory laws:

- Statutory guidance on relationships and sex education (RSE) and health education.
- Keeping children safe in education: for school and colleges
- Equality Act 2010: advice for schools
- Special educational needs and disability code of practice: 0 to 25 years

This policy also works alongside policies specific to our school setting:

- Child Protection and Safeguarding Policy
- E-Safety Policy
- WPS Positive Behaviour Policy
- Anti-Bullying Policy

**Policy Development:**

This policy has been developed in consultation with staff, parents, and governors as part of a four-step process:

1. Review - PSHE/RSE subject leaders pulled together all relevant information from relevant national and local guidance and tailored this guidance to meet the needs of our pupils.
2. Staff consultation – All appropriate school staff were given the opportunity to look in depth at the new curriculum and make recommendations/changes to the knowledge blocks taught in each year group.
3. Parent consultation – parents are encouraged to explore our RSE curriculum on the website. This includes our policy and curriculum map. Parents are invited to complete a parental questionnaire based on their views.
4. Ratification/Approval – RSE curriculum and supporting documents will be amended based on the feedback from staff and parent consultations. These amendments will be shared with governors with the view to have this approved.

### **Defining Relationships and Sex Education (RSE):**

The DfE guidance defines Relationships, Sex and Health Education (RSE) as “lifelong learning about physical, moral and emotional development.”

Each strand in the curriculum strengthens a child’s understanding around the importance of family life, as well as of stable and loving relationships, respect, self-love, and care. The teaching of Sex Education involves learning about sexuality, sexual health, and increasing awareness for safe and healthy relationships and lifestyles. Within both strands, children will regularly acquire information and explore current issues and values associated with relationships and sex in the world today.

It is important to emphasise that our RSE curriculum is not about the promotion of sexual orientation or sexual activity as this would be inappropriate teaching. Research demonstrates that a good, comprehensive RSE curriculum does not make young people more likely to become sexually active at a younger age, but in fact that sharing knowledge around sex and relationships can help prevent this and identify child protection issues in young children.

### **Organisation of our Relationships, Sex and Health Education Curriculum:**

At WPS, we believe in providing a broad and balanced curriculum for our pupils that also involves a comprehensive Relationships, Sex (RSE) and Health Education scheme of work. We have carefully planned and implemented content and materials at our school which meet the curriculum objectives set out in the statutory guidance (**see Appendix 1**)

The skills and knowledge outlined in the statutory curriculum are predominantly taught within the children’s PSHE (Personal, Social, Citizenship and Health Education) sessions. At times, some aspects of the Relationships and Health Education curriculum are taught as stand-alone lessons or as a sequence of lessons where appropriate. As a school, we believe focusing on some objectives discretely allows children to understand and delve deeper into the importance of the content and also ensures the objectives are provided with the priority they need in our school community.

All children receive a weekly PSHE lesson. These lessons are taught for a minimum of 30 minutes and covers all of the Relationships and Health knowledge and skills set out in the PSHE Association guidance. Alongside this, we also use additional RSE lessons from the Christopher Winter Project (CWP), to ensure objectives are given the depth and breadth that they require (**see Appendix 2**) The Christopher Winter programme reflects the recent developments in the RSE and Science National Curriculum and has been quality assured by the PSHE Association.

### **PSHE Association Training and Development Lead, Jenny Barksfield states:**

*“We awarded the Christopher Winter Project’s ‘Teaching SRE with confidence in Primary Schools’ our quality mark as it achieves exactly what it says on the tin. It provides everything a primary practitioner would need to be confident that the SRE they are providing is comprehensive, balanced, developmental and in line with the best practice in PSHE teaching and learning. The lessons incorporate a wide variety of learning activities and a range of assessment opportunities.”*

We believe that the Christopher Winter Project (CWP) resources are appropriate to the age and emotional maturity of the pupils in our school. The resources are also supportive towards the Year 6 pupils, covering the non-statutory elements of the Sex Education Curriculum in a child friendly manner.

Whilst all teachers incorporate weekly PSHE (including Relationships and Health Education) lessons, we have also ensured that PSHE is an integral part of the children’s school life. Each week, children engage with daily assemblies linking to the on-going themes and strands from our PSHE and RSE curriculum. Children at WPS are also reminded of our school values to ensure we are providing a setting which promotes and fosters a supportive environment.

## Language and Terminology:

Guidance set out by the DfE recommends that using medically correct language within relationships and sex education lessons is the vital for promoting good practice across primary and secondary schools. The Department for Education (DfE) suggests that using the correct terminology acts as an opportunity to safeguard children as it supports them with their ability to communicate with health professionals throughout their lifetime.

Within our school, children will gradually be taught the anatomical terms for body parts from Year 1. Slang, or everyday common terminology will also be discussed, and part of our discussions will surround what is deemed acceptable and unacceptable language to be used.

Below you will find an agreed list of vocabulary which will be used at an age-appropriate level. This vocabulary is taken from our Christopher Winter curriculum and shows some of the vocabulary children will learn during their RSE lessons.

Year group:	Agreed language and terminology:
EYFS	Friendship, kindness, happy, sad, shy, feelings, lonely, sorry, angry, family, mum, dad, brother, sister, grandma, grandad, step-mum, stepdad, foster mum, foster dad.
1	Friends, feelings, similar, different, family, boy, girl, male, female, private parts, penis, vulva.
2	Similar, different, sex, gender roles, stereotypes, teats, udders, boy, girl, male, female, unique, private parts, penis, vulva, testicles.
3	Unique, personal space, physical contact, consent, stereotypes, gender roles, similar, different, male, female, private parts, penis, vulva, vagina, uterus, testicles, family, fostering, adoption, relationship.
4	Puberty, lifecycle, teenager, adult, changes, changes, feelings, bodies, female, male, private parts, reproduction, reproduce, penis, vulva, vagina, uterus, testicles physical, breasts, sperm, egg, pubic hair, emotional, feelings, responsibility
5	Puberty, physical changes, emotional changes, female, male, hormones, ovaries, uterus, vagina, penis, testicles, eggs, sperm, reproductive organs, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, sexual feelings.
6	Puberty, changes, female, male, reproduction, reproductive parts, communication, permission, touch, womb, sperm, egg, conception, fertilisation, pregnancy, sex, marriage, twins, IVF, sperm donor, fostering, adoption, relationship, friendship, love, consent, intimacy, communication, personal/private information, internet safety. <b>sexual intercourse (this can be withdrawn from)</b>

Throughout our Relationship and Sex Education lessons, we will promote the use of respectful language at all times. Our curriculum will challenge sexism, homophobia, and other forms of prejudice inside and outside of lessons in order to create a happy and healthy whole school community. The casual use of homophobic language around school will be challenged and children will be made aware of using terminology, such as 'gay' to mean something is rubbish or wrong will not be tolerated. To tackle this, staff will ensure pupils hear references to a range of family set ups and relationships as part of generic teaching. Whole-school assemblies will also reiterate the message around rights, respect, and relationships.

### **Delivery of Relationships, Sex and Health Education:**

We teach Relationships, Sex and Health Education in the context of the school's aims, ethos, and values, promoting respect for self and others, responsibility for own actions as well as the promotion of positive relationships with family, friends, and others. Whilst Relationships and Sex Education in our school means that we give children information about the way relationships develop and grow over time from childhood through to adult relationships, we do so with an awareness of the moral code and values which underpin all work in school.

Our RSE content is taught by teachers across several identified subjects. This involves linking our subject with the National Curriculum for Science, PSCHE, Physical Development (PE) and Computing. Since Relationships and Sex Education incorporates the development of self-esteem and relationships, pupil's learning does not simply take place only within the taught curriculum, but instead through all aspects of school life. Where appropriate, outside visitors and professionals may be invited to further enrich the RSE curriculum through direct classroom input or through whole-school assemblies.

In the classroom, teachers incorporate a wide range of teaching and learning strategies:

- Discussion of topics and issues within the classroom.
- Use of circle time, role play, puppets, worry box or jar to promote discussions (both identified and anonymous discussions)
- Use of age-appropriate books and stories to share issues and topics in a child friendly manner.
- Use of resources from the PSHE Matters and Christopher Winter Project.
- Visual clips from supporting websites – BBC Teach etc.
- Written activities within Health Education.
- Themed weeks and assemblies promoting current issues such as Anti-Bullying.
- Taking part in organised practical activities to promote positive relationships and team building – charity fund raising, enterprise activities, school council, carrying out additional positions around school such as house captains.

### **Answering difficult questions:**

Primary-aged pupils will often ask their teachers and other adults questions relating to the content covered within their Relationships, Sex or Health lessons. Where reasonable questions are asked, teachers will attempt to answer pupils questions and concerns in a sensitive, age and development appropriate manner. Occasionally, children may ask spontaneous questions which go beyond what is set out in our RSE curriculum. In this instance, teachers will follow a range of simple steps to help answer the question directly with the pupil(s). Where teachers are uncertain about how to answer a question, the discussion and situation will be referred to the Relationships and Sex Education Lead or a designated member of the safeguarding team.

At WPS, the following principles help staff to handle difficult or sensitive questions:

- Clear ground rules will be established and set out for each session. These ground rules will be reiterated at the beginning of each session and will help remind children of acceptable/unacceptable behaviours.
- Opportunities for children to ask questions openly and in private will be encouraged. Children will have regular opportunities to write down questions, anonymously if desired, and post them in a question box or 'ask it basket.'



- Staff will regularly look inside a question box and respond to appropriate questions as and when they arise.
- Where difficult questions arise, teachers will sensitively explain to pupils that this is not part of today's discussion and the question will be answered at a later time. Staff will then have time to prepare answers to the question before the next session and will choose the most appropriate way to follow the question up. This may be as a whole-class issue or on a small-group or one to one basis.
- Some questions may be referred to the child's parent/carer to provide an answer; in these circumstances the class teacher will make direct contact.
- Staff will not answer any personal questions associated with the RSE curriculum content. Where personal questions are asked, children will be reminded of the ground rules.
- If staff are concerned that a pupil is at risk of abuse, the designated safeguarding lead (DSL) will be informed, and the usual child protection procedures will be followed.

Members of staff responsible for teaching RSE will undergo regular training led by the Relationships, Sex, and Health education subject leaders, to ensure they are fully equipped to teach the subjects effectively. This training will at times cover how to answer and respond sensitively to difficult questions. Training of staff will also be scheduled around any updated guidance on the programme and any new developments, which may need to be addressed in relation to the programme of study.

#### **Dealing with sensitive issues:**

From time to time, sensitive issues may be raised within lessons by pupils. Considering the outlined RSE curriculum content, staff are already aware that sensitive issues may arise surrounding topics such as contraception and safe sex, sexually transmitted diseases, sexual identity or orientation, homophobic bullying, or different family set ups. It is important to acknowledge that whilst these terms may be touched upon in our school curriculum, pupils may have in fact heard these terms through different sources such as the media and therefore may ask for further information during school lessons. Just like with answering difficult questions, staff will provide a response which is appropriate to the child's age and maturity and consideration will be given to whether the response is appropriate in the context of a small class group or individual situation.

#### **Child protection and confidentiality:**

We recognise that when teaching sensitive topics to children, especially those associated with family life, safe and appropriate touching, personal body parts and healthy relationships, incidents of abuse may be uncovered through children's disclosures. All members of staff who deliver any of our Relationship or Sex Education programme, have statutory training around safeguarding children and are all aware of our school's safeguarding policy and procedures in the case of a disclosure or suspicion of a safeguarding concern.

All staff involved in delivering and supporting RSE will be alert to the signs of abuse, neglect and exploitation and are aware that they cannot offer or guarantee absolute confidentiality to the child. If there is a concern about the child's safety, staff will follow the guidelines in the Safeguarding Policy adopted by the school.

We recognise that for children who may be vulnerable due to past or present abuse or changes in family situations, some units of learning may need to be adapted due to the sensitive nature of topics covered. Teachers at WPS will assess the needs of their cohort on a regular basis and ensure that any programs of learning are adapted as appropriate to meet individual needs in relation to their contextual circumstances.

It is important to stress that providing an RSE Education is deemed to be a protective factor in preventing further abuse, as it may help children make sense of their experiences and help them develop the skills and resilience needed to keep them safe in future.



### **Equal Opportunities:**

Every child has an entitlement to access the RSE curriculum without fear of discrimination. The school understands its responsibilities in relation to the Equality Act 2010, which specifically outlines that all pupils should have the opportunity to fully participate in RSE lessons regardless of their age, sex, race, disability, religion or belief, gender reassignment or sexual orientation.

The school is fully committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. Teachers and wider staff will ensure that children with any specific learning needs are catered for within a lesson and that these children are reviewed on a case-by-case basis and discussed with the parent/carer where necessary. Adaptions to a lesson may be witnessed in the form of providing additional support to a child who requires help with communication or by breaking down a lesson into a multi-sensory approach in order for children to engage.

Inclusive RSE will foster good relationships between pupils, tackle all types of prejudice – including homophobia and will promote understanding and respect. Our curriculum will approach this within the context of family life, taking care to ensure there is no stigmatisation of children based on their home circumstances (different family set ups) along with reflecting sensitively that some children may have a difference structure of supporting around them (looked after children or young carers). Our curriculum will also encourage children to be respectful of the differences between boys and girls but in a manner, which is careful not to assume that boys and girls have distinct characteristics which can lead to negative stereotyping. We will discourage negative characterisation of genders and dispel any manifestations of discrimination from an early age.

### **Parental Right to Withdraw:**

As of the Summer Term 2021, Relationships, and Health Education becomes a statutory subject in primary schools and therefore you do not have the right to withdraw your child from any of their relationships or health lessons. Parents/carers cannot also withdraw their child from the statutory sex education content, which is included in the Science National Curriculum, this includes content on human development, including puberty and reproduction. Parents do however have the right to withdraw their child from some or all of the sex education delivered as part of the non-statutory RSE. Below you will find a breakdown of the concepts which can be withdrawn from.

<b>Year Group:</b>	<b>Sex Education Objectives – these can be withdrawn from.</b>
6	<ul style="list-style-type: none"><li>➤ Know some basic facts about conception and pregnancy</li><li>➤ Talk about reproduction with confidence</li></ul>

At WPS, Sex Education is only delivered to Year 6 children, therefore parents can only withdraw their child from the Sex Education lessons delivered to those in Year 6. This content goes beyond what is taught in the Science National Curriculum or what is recommended in the RSE statutory guidance.

Requests for withdrawal must be put in writing using the form in **Appendix 3** of this policy and addressed to the headteacher or RSE subject leader. Before granting permission for you to withdraw your child, the head teacher will discuss the request with parents/carers and this process will be documented to ensure a safe record is kept.

The head teacher will also discuss with parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This discussion will include any social and emotional effects of being excluded as well as the likelihood of the child hearing their peers' version of what was said in the class, rather than what was directly discussed by the teacher. Whilst we can encourage pupils to avoid discussions with pupils withdrawn from the lesson, there are concerns that pupils will hear content away from a supportive, controlled, or safe environment or seek out their own information via the internet which may put them in an unsafe situation.

RSE is a vital part of our whole school curriculum and we strongly advise parents/carers to carefully consider their decision before withdrawing their children from this aspect of school life. It is acknowledged however that the final decision on the issue is for the parents/carers to take and the child and family should not be stigmatised for their decision.

## **Roles and Responsibilities:**

The delivery of the Relationships, Sex and Health Education is a collective responsibility. Together, governors, school staff (headteachers, teaching staff and support staff) and parents all have a part to play in ensuring quality assured lessons are delivered to pupils. The following section outlines the roles and responsibilities of individuals and groups within our school.

### Governing body:

- Approve the Relationships, Sex and Health Education policy and hold the Headteacher to account for its implementation.
- Review the policy on an annual basis.
- Support the Headteacher and RSE leads in their implementation of the policy.

### Headteacher:

- Manage requests to withdraw pupils from non-statutory components of RSE.
- Support RSE leads in their implementation of the policy.

### PSHE/RSE Subject Leads:

- Ensure appropriate staff are informed of the policy and their responsibilities.
- Ensure the subjects are timetabled in a way that fulfils its legal requirements.
- Explore new pedagogies, technology and training which supports the teaching and delivery of RSE.
- Monitor the teaching of RSE to ensure it is delivered effectively and is accessible to all.
- Provide clear information to parents/carers on subject content, progression, and the right to request withdrawal.

### Staff:

- Familiarise themselves with the contents of the RSE policy and curriculum.
- Follow the PSHE Matters and Christopher Winter Project scheme of work.
- Create ground rules that are negotiated with the group before participating in RSE lessons.
- Deliver subject content in a sensitive way.
- Model positive attitudes towards RSE.
- Monitor the progress of their pupils and respond to individual needs.
- Respond appropriately to pupils who have been granted permission to withdraw from sex education.
- Consult with the PSHE/RSE lead for support.

### Parents:

- Contact the school in writing should they wish to withdraw their child from RSE lessons.

### Pupils:

- Demonstrate our REACH values within all RSE lessons, treating others with respect and sensitivity.

## **Subject Monitoring:**

This policy will be reviewed on an annual basis by the Relationships and Health Education subject leads, Headteacher and governors. The next scheduled review date for this policy is October 2021.

This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

The governing board is responsible for approving this policy.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils by newsletters and the school website.

## **Date policy approved:**

## **Date of next review:**

## **Appendix 1: Relationships, Sex and Health Education – End of Primary School Objectives:**

Throughout your child's time at WPS, they must engage with the statutory Relationships and Health Education. Below you will find a breakdown of the objectives we will cover by the end of Year 6.

### **Relationships:**

<b>Families and people who care for me</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• that families are important for children growing up because they can give love, security and stability.</li><li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li><li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li><li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li><li>• that marriage<sup>13</sup> represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li><li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li></ul>
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<b>Caring friendships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li><li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li><li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li><li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li><li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li></ul>
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<b>Respectful relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
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<b>Online relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
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<b>Being safe</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>
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## Health:

<b>Mental wellbeing</b>	<p>Pupils should know</p> <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> <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 wellbeing 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 wellbeing.</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 wellbeing 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>
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<b>Internet safety and harms</b>	<p>Pupils should know</p> <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>
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<b>Physical health and fitness</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <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>
<b>Healthy eating</b>	<p>Pupils should know</p> <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>
<b>Drugs, alcohol and tobacco</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>

<b>Health and prevention</b>	<p>Pupils should know</p> <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 allergies, immunisation and vaccination.</li> </ul>
<b>Basic first aid</b>	<p>Pupils should know:</p> <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>

<b>Changing adolescent body</b>	<p>Pupils should know:</p> <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>
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## Appendix 2: Christopher Winter Project (CPW) – Lesson Breakdown

Christopher Winter Project (Relationships and Sex Education) – Extra lessons - Overview		
The Christopher Winter Project Lesson Objectives are highlighted in blue on the skills ladder below.		
EYFS	Year 1	Year 2
<u>Family and Friendship</u> <ul style="list-style-type: none"> <li>Caring Friendships</li> <li>Being Kind</li> <li>Families</li> </ul>	<u>Growing and Caring for Ourselves</u> <ul style="list-style-type: none"> <li>Different Friends</li> <li>Growing and Changing</li> <li>Families and Care</li> </ul>	<u>Differences</u> <ul style="list-style-type: none"> <li>Differences</li> <li>Male and Female Animals</li> <li>Naming Body Parts</li> </ul>
Year 3	Year 4	Year 5
<u>Valuing Differences and Keeping Safe</u> <ul style="list-style-type: none"> <li>Body Differences</li> <li>Personal Space</li> <li>Help and Support</li> </ul>	<u>Growing Up</u> <ul style="list-style-type: none"> <li>Changes</li> <li>What is Puberty?</li> <li>Healthy Relationships</li> </ul>	<u>Puberty</u> <ul style="list-style-type: none"> <li>Talking about Puberty</li> <li>The Reproductive System</li> <li>Help and Support</li> <li>Additional - Respect and Equality</li> </ul>
Year 6		
<u>Puberty, Relationships and Reproduction</u> <ul style="list-style-type: none"> <li>Puberty and Reproduction</li> <li>Communication in Relationships</li> <li>Families, Conception and Pregnancy</li> <li>Online Relationships</li> </ul>		

### Appendix 3: Parents Withdrawal Form



*Learning Together...Achieving Together!*



## Woolton Primary School

**Supporting form for parents/carers to complete in order to withdraw child/children from the sex education components of the RSE curriculum.**

To be completed by parents/carers			
Name of child:		Year group/Class:	
Name of parent:		Date:	

To be completed by parents/carers		
I would like my child to be withdrawn from <b>all</b> sex education lessons	Yes:	No:
If you opted for no, please state the lesson(s) you would like your child to be withdrawn from.		
Reason(s) for withdrawing your child from the sex education lessons.		
Please provide any additional information you would like the school to consider.		
Parent signature		

To be completed by the school	
Actions agreed from discussion with parents <i>(include whatwork the child will complete instead)</i>	
Staff signature	
Date actions agreed	