



# Winton Primary School Relationships and Sex Education (RSE) Policy

**Approved by: Governors**

**Date: April 2025**

**Last reviewed: March 2024**

**Next review due by: March  
2026**

## CONTENTS

1. Statement of intent.....	2
2. Statutory requirements.....	<b>Error! Bookmark not defined.</b>
3. Policy development.....	3
4. Definition.....	<b>Error! Bookmark not defined.</b>
5. Curriculum .....	4
6. Delivery of RSE .....	5
7. Roles and responsibilities .....	8
8. Parents' right to withdraw.....	9
9. Training.....	9
10. Monitoring arrangements .....	10
Appendix 1: Knowledge and skills progression map for RSE.....	11
Appendix 2: By the end of primary school pupils should know .....	18
Appendix 3: Parent form: withdrawal from sex education within RSE .....	20

---

### 1. Statement of intent

At Winton Primary School, we aim to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning.

In PHSE, they will learn to understand and respect our common humanity; diversity and differences so that they can go on to form effective, fulfilling relationships that are an essential part of life and learning. As part of this, we teach Relationships and Sex Education (RSE).

The aims of teaching RSE are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Enables children to become confident, caring and respected citizens

## **2. Statutory requirements**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Equality Act 2010
- Children and Social Work Act 2017
- Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2024) 'Keeping children safe in education 2024'

The policy is implemented in conjunction with the following school policies:

- Winton Primary School Safeguarding Policy 2024-2025
- Winton Primary School Data Protection Policy
- Complaints Policy
- Winton Primary Attendance and Absence Policy

## **3. 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 – The Senior Leadership Team and lead practitioners of RSE 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 original policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the original policy
4. Ratification – once amendments were made, the policy was shared with governors and ratified

## **Involving parents and carers**

The school understands the important role parents play in enhancing their children's understanding of relationships and health and how important parents' views are in shaping the curriculum. We believe that it is important to have the support of parents, carers and the wider community for the RSE program. Parents and carers are given the opportunity each year to find out about and discuss the RSE program through different means, which could include the following:

- Parent/carer RSE awareness session
- Parents'/carers' evenings
- Information leaflets/displays

Parents/carers are invited into the school during The Summer Term to discuss the RSE curriculum. They have the chance to view sample materials from Jigsaw, see the list of vocabulary children will learn as well as discussing how RSE is to be taught with the classroom teachers.

## **4. Definition**

Relationship and Sex Education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care. RSE involves a combination of sharing information, and exploring issues and values. Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

## **5. Curriculum**

RSE is taught and integrated into our curriculum through Personal, Social, Health and Economic (PSHE) lessons. Our PSHE and RSE curriculum is delivered through the 'Jigsaw' scheme of work and a broad overview of the RSE curriculum is set out as per Appendix 1.

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 do not seek answers online.

Depending on the year group, primary sex education will focus on:

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

For more information about our curriculum, see our curriculum map in Appendix 1.

## 6. Delivery of RSE

RSE is taught within PSHE, delivered through Jigsaw. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationship 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).

### The learning environment

Teachers will set aside time to establish a safe learning environment for both pupils and adult staff in the classroom. This helps pupils to feel comfortable about sharing feelings, exploring values and attitudes, expressing opinions and considering the views and opinions of others without fear of negative feedback. As well as encouraging more open discussion, it helps to ensure that teachers are prepared to deal with unexpected disclosures or inappropriate comments should they occur.

Teachers will:

- work with pupils to establish ground rules about how they will behave towards each other in discussion (see the Ground Rules section below)
- offer some opportunities for pupils to discuss issues in small groups as well as sharing views with the class
- allow for pupils to ask anonymous questions or concerns, to avoid having to voice them in front of the class.
- provide access to balanced information and differing views to help pupils clarify their own opinions and views (while making clear that behaviours such as racism, discrimination and bullying are never acceptable in any form)
- ensure all teaching and learning is inclusive, avoids heteronormative assumptions, and meets the needs of all learners—including those with special educational needs and disabilities (and is sensitive to the religious and cultural identity of pupils)
- exercise sensitivity to the needs of individuals, as some pupils may have direct experience of some of the issues raised.
- always work within the school's policies on safeguarding and confidentiality (ensuring that pupils understand school policies on disclosure of confidential information and following up concerns in a more appropriate setting outside lessons)
- link PSHE education with the whole-school approach to supporting pupil welfare
- make pupils aware of sources of support both inside and outside the school

Teachers will ensure that the content, approach and use of inclusive language reflect the diversity of the school community and society more widely—helping every pupil to feel valued and included in the classroom.

## Ground rules

Ground rules will be established in PSHE lessons, including those in which RSE is taught. The purpose of this is to minimise inappropriate and unintended disclosures and comments of a negative nature made towards other pupils, whether intentional or not. They are also paramount to effectively managing discussions that might elicit strong opinions from pupils.

Examples of ground rules could include:

- Openness: We will be open and honest, but not discuss directly our own or others' personal/private lives. We will discuss examples but will not use names or descriptions which could identify anyone.
- Keep the conversation in the room: We feel safe discussing issues and we know that our teacher will not repeat what is said in the classroom unless they are concerned we are at risk, in which case they will follow the school's safeguarding policy.
- Non-judgmental approach: It is okay for us to disagree with another person's point of view but we will not judge, make fun of, or put anybody down. We will 'challenge the opinion, not the person'.
- Right to pass: Taking part is important. However, we have the right to pass on answering a question or participating in an activity and we will not put anyone 'on the spot'.
- Make no assumptions: We will not make assumptions about people's values, attitudes, behaviours, identity, life experiences or feelings. We will listen to the other person's point of view respectfully and expect to be listened to ourselves.
- Using appropriate language: We will use correct terms rather than slang terms, as they can be offensive. If we are not sure what the correct term is, we will ask our teacher.
- Asking questions: We are encouraged to ask questions and they are valued by our teacher. However, we do not ask personal questions or anything intended to deliberately try to embarrass someone.
- Seeking help and advice: If we need further help or advice, we know how and where to seek it—both in school and in the community. We will encourage friends to seek help if we think they need it.

## Distancing techniques

Teachers may employ distancing techniques in lessons, such as stories, scenarios, clips from TV programs or case studies can provide fictional characters and storylines that stimulate discussion whilst 'de-personalising' discussions. This allows pupils to engage more objectively with the lesson content.

The following or similar questions may be used to support distanced discussion:

- What is happening to them?
- Why might this be happening?
- How are they feeling? What are they thinking?
- What do other people think of them?
- Who could help them?
- What would you tell them to do if they asked for help?
- What could you say or do to persuade them to act differently?

## **Handling pupils' questions**

Pupil engagement is key to the successful teaching of RSE. There may be times during class discussions where pupils wish to ask the teacher questions but may not feel comfortable doing so in front of the class. Similarly, pupils may ask a question that may not be age-appropriate.

The school believes that individual teachers must use their skill and discretion in this area and refer to the designated safeguarding lead if they are concerned.

When faced with a challenging question, teachers should:

- Thank them for the question and check they have understood what they are asking and what they think the answer is.
- Give a factual, age-appropriate answer where possible.
- Defer answering a question if needs be and consider whether senior colleagues need to be consulted to make sure they are following school policy and are mindful. What is the school policy? Is there a potential safeguarding issue?

## **Signposting support**

Where appropriate, teaching will ensure that, included in lessons, is information about different sources of help for young people—both within and beyond the school. Opportunities will be provided for pupils to develop the skills to seek advice and articulate their concerns by explaining how to access help and what is likely to happen if they seek support from different services.

## **Confidentiality and Child Protection**

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the Designated Safeguarding Lead who takes action as laid down in the Child Protection Policy. All staff members at Winton Primary School are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

It is important to note that a disclosure regarding sexual orientation or gender identity is not, in itself, a safeguarding issue and does not need to be reported to anyone, including parents/carers.

## **Safeguarding**

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's disclosure and/or confidentiality policy is followed.

## **Differentiation/SEN**

The PSHE and RSE curriculum objectives are aimed at all children. Teachers will need, as always, to tailor each lesson to meet the needs of the children in their classes. This may be through a differentiated outcome for the lesson or through a separate teaching input.

## **7. Roles and responsibilities**

### **7.1 The governing body**

The governing board will:

- approve the RSE policy, and hold the headteacher to account for its implementation
- Playing an active role in monitoring, developing and reviewing the policy and its implementation in school
- Ensuring the statement is published on the school's website and provided free of charge to anyone who requests it
- Ensuring that all staff receive ongoing training on issues relating to PSHE and RHE and how to deliver lessons on such issues
- Ensuring that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RHE.

### **7.2 The Headteacher**

- The headteacher is responsible for:
- The overall implementation of this policy.
- Ensuring adequate time on school timetable to deliver RHE as a statutory curriculum subject.
- Providing support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RSE to pupils
- Ensuring that parents are informed of this policy and that selective RSE resources are available to parents beforehand
- Reviewing requests from parents to withdraw their children from the subjects (Section 8)
- Discussing requests for withdrawal with parents (Section 8)
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful
- Reporting to the governing board on the effectiveness of this policy
- Ensuring that this policy is reviewed on an annual basis

### **7.3 Teaching staff**

Teaching staff are responsible for:

- Overseeing the delivery of the subject and delivering RSE in a sensitive way, ensuring the school meets its statutory requirements in relation to RSE
- Ensuring that staff values and attitudes will not prevent them from providing a balanced RHE in school
- Providing the agreed vocabulary to be used during the lessons to ensure a consistent approach
- Ensuring the subjects are age-appropriate and high-quality and up-to-date, responding to the needs of individual pupils



- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

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

## **8. Right to withdraw**

Parents/carers do not have the right to withdraw their children from Relationships and Health Education. They do have the right to withdraw their children from aspects of the RSE section of the curriculum provided at Winton Primary School, except for those parts also covered in science lessons as part of the statutory National Curriculum.

Parents/carers wishing to exercise this right would be invited in to meet the class teacher or phase leader who will explore any concerns and discuss any impact that withdrawal may have on the child. A withdrawal request should be put in writing and addressed to the headteacher. A copy of this request will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Once a child has been withdrawn, they cannot take part in the RSE program until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school RSE program or who wish to deliver RSE to their children at home. Parents/carers have a legal right to see the school RSE policy and to be given a copy of it.

Parents/carers should also be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects, such as in science, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions

## **9. Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. Support for teaching and understanding PSHE issues is incorporated in our staff INSET program, drawing on staff expertise and/or a range of external agencies.

Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by the school's leadership team through:

- Scrutiny of planning
- Outcomes in pupils' books
- Learning walks
- Pupil voice feedback

Pupils' development in RSE is monitored by class teachers through formative assessment.

### **Dissemination**

This policy is available on our school website where it can be accessed by the community. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents/carers.

## Appendix 1: Knowledge & skills progression map

\*CM = Changing Me unit of Jigsaw, used to deliver RSE.

CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 3-5</b>	<ul style="list-style-type: none"> <li>• Know the names and functions of some parts of the body (see vocabulary list)</li> <li>• Know that we grow from baby to adult</li> <li>• Know who to talk to if they are feeling worried</li> <li>• Know that sharing how they feel can help solve a worry</li> <li>• Know that remembering happy times can help us move on</li> </ul>	<ul style="list-style-type: none"> <li>• Can identify how they have changed from a baby</li> <li>• Can say what might change for them they get older</li> <li>• Recognise that changing class can elicit happy and/or sad emotions</li> <li>• Can say how they feel about changing class/ growing up</li> <li>• Can identify positive memories from the past year in school/ home</li> </ul>	<ul style="list-style-type: none"> <li>• Which parts of your body do you know the same of?</li> <li>• Who can you talk to if you ever feel worried or frightened? (at school / at home)</li> <li>• Can you tell me about a time when you felt really happy?</li> </ul>
	<p>Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change as we get older in lots of different ways. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.</p>		
	<p><b>Key Vocabulary</b>            Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories.</p>		

CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 5-6</b>	<ul style="list-style-type: none"> <li>• Know that animals including humans have a life cycle</li> <li>• Know that changes happen when we grow up</li> <li>• Know that people grow up at different rates and that is normal</li> <li>• Know the names of male and female private body parts</li> <li>• Know that there are correct names for private body parts and nicknames, and when to use them</li> <li>• Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these</li> <li>• Know who to ask for help if they are worried or frightened</li> <li>• Know that learning brings about change</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and accepts that change is a natural part of getting older</li> <li>• Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)</li> <li>• Can express why they enjoy learning</li> <li>• Can suggest ways to manage change e.g. moving to a new class</li> </ul>	<ul style="list-style-type: none"> <li>• What is a life cycle?</li> <li>• How will you change as you grow up?</li> <li>• Who is the tallest / smallest in your class?</li> <li>• Which parts of your body are private?</li> <li>• Who is allowed to see your private body parts?</li> <li>• What should you do if you don't like the way someone is touching you?</li> <li>• Who can you talk to if you ever feel worried or frightened? (at school / at home)</li> <li>• What is the best part about being your age?</li> </ul>
	<p>Children are introduced to life cycles e.g. that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult e.g. getting taller, learning to walk etc. They discuss how they have changed so far and that people grow up at different rates. As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles, vulva). They are also taught that nobody has the right to hurt these parts of the body. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them.</p>		
	<p><b>Key Vocabulary</b></p> <p>Changes, Life cycles, Baby, Adult, Adulthood, Grown-up, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping.</p>		



CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 6-7</b>	<ul style="list-style-type: none"> <li>• Know that life cycles exist in nature</li> <li>• Know that aging is a natural process including old-age</li> <li>• Know that some changes are out of an individual's control</li> <li>• Know how their bodies have changed from when they were a baby and that they will continue to change as they age</li> <li>• Know the physical differences between male and female bodies</li> <li>• Know the correct names for private body parts</li> <li>• Know that private body parts are special and that no one has the right to hurt these</li> <li>• Know who to ask for help if they are worried or frightened</li> <li>• Know there are different types of touch and that some are acceptable and some are unacceptable</li> </ul>	<ul style="list-style-type: none"> <li>• Can appreciate that changes will happen and that some can be controlled and others not</li> <li>• Be able to express how they feel about changes</li> <li>• Show appreciation for people who are older</li> <li>• Can recognise the independence and responsibilities they have now compared to being a baby or toddler</li> <li>• Can say what greater responsibilities and freedoms they may have in the future</li> <li>• Can say who they would go to for help if worried or scared</li> <li>• Can say what types of touch they find comfortable/ uncomfortable</li> <li>• Be able to confidently ask someone to stop if they are being hurt or frightened</li> <li>• Can say what they are looking forward to in the next year</li> </ul>	<ul style="list-style-type: none"> <li>• What is a life cycle?</li> <li>• How have you changed since you were a baby?</li> <li>• How will you change over the next year / 5 years / 20 years?</li> <li>• What changes can you / can't you control?</li> <li>• Which parts are your private parts?</li> <li>• Who is allowed to see them?</li> <li>• What would you do if someone was touching you and you didn't like it?</li> <li>• Who can you talk to if you ever feel worried or frightened? (at school / at home)</li> <li>• What is your favourite part of Jigsaw lessons?</li> </ul>
<p>In this Puzzle children look at different life cycles in nature including that of humans. They reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old -age. Within this, children also discuss how independence, freedoms and responsibility can increase with age. As part of a school's safeguarding duty, pupils are re-taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicle, vulva). They are also reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness. Children practise a range of strategies for managing feelings and emotions. They are also taught where they can get help if worried or frightened. Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed.</p>			
<p><b>Key Vocabulary</b></p> <p>Change, Grow, Control, Life cycle, Baby, Adult, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Excited, Nervous, Anxious, Happy.</p>			

CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 7-8	<ul style="list-style-type: none"> <li>Know that in animals and humans lots of changes happen between conception and growing up</li> <li>Know that in nature it is usually the female that carries the baby</li> <li>Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops</li> <li>Know that babies need love and care from their parents/carers</li> <li>Know some of the changes that happen between being a baby and a child</li> <li>Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults</li> <li>Know some of the outside body changes that happen during puberty</li> <li>Know some of the changes on the inside that happen during puberty</li> </ul>	<ul style="list-style-type: none"> <li>Can express how they feel about babies</li> <li>Can describe the emotions that a new baby can bring to a family</li> <li>Can express how they feel about puberty</li> <li>Can say who they can talk to about puberty if they have any worries</li> <li>Can identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry</li> <li>Can identify changes they are looking forward to in the next year</li> <li>Can suggest ways to help them manage feelings during changes they are more anxious about</li> </ul>	<ul style="list-style-type: none"> <li>Can you tell me about some of the changes that happen to a puppy / kitten / baby as they grow up?</li> <li>Can we talk about some of the changes that are going to happen to you as you grow up? How do you feel about these changes?</li> <li>Do you have any questions about the changes that are going to happen to you as you grow up?</li> </ul>
	<p>This Puzzle (Puzzle) begins with an exploration about babies and what they need to grow and develop including parenting. Children learn that it is usually the female that carries the baby in nature. This leads onto lessons where puberty is introduced. Children first look at the outside body changes in males and females. They learn that puberty is a natural part of growing up and that it is a process for getting their bodies ready to make a baby when grown-up. Inside body changes are also taught. Children learn that females have eggs (ova) in their ovaries and these are released monthly. If unfertilised by a male's sperm it passes out of the body as a period. Sexual intercourse and the birth of the baby is not taught in this year group. Children discuss how they feel about puberty and growing up and there are opportunities for them to seek reassurance if anything is worrying them.</p>		
	<p><b>Key Vocabulary</b></p> <p>Changes, Birth, Animals, Babies, Mother, Growing up, Baby, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Puberty, Control, Male, Female, Testicles, Sperm, Penis, Ovaries, Egg, Ovum / ova, Womb / uterus, Vagina, Stereotypes, Task, Roles, Challenge, Looking forward, Excited, Nervous, Anxious, Happy.</p>		



CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 8-9	<ul style="list-style-type: none"> <li>• Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm</li> <li>• Know that babies are made by a sperm joining with an ovum</li> <li>• Know the names of the different internal and external body parts that are needed to make a baby</li> <li>• Know how the female and male body change at puberty</li> <li>• Know that personal hygiene is important during puberty and as an adult</li> <li>• Know that change is a normal part of life and that some cannot be controlled and have to be accepted</li> <li>• Know that change can bring about a range of different emotions</li> </ul>	<ul style="list-style-type: none"> <li>• Can appreciate their own uniqueness and that of others</li> <li>• Can express how they feel about having children when they are grown up</li> <li>• Can express any concerns they have about puberty</li> <li>• Can say who they can talk to about puberty if they are worried</li> <li>• Can apply the circle of change model to themselves to have strategies for managing change</li> <li>• Have strategies for managing the emotions relating to change</li> </ul>	<ul style="list-style-type: none"> <li>• Which of your characteristics did you get from your birth parents?</li> <li>• Do you have any questions about the changes that happen to a girl when they grow up?</li> <li>• Do you have any questions about how babies are made?</li> <li>• How do you feel about the changes that will happen to you as you grow?</li> </ul>
	<p>In this Puzzle bodily changes at puberty are revisited with some additional vocabulary, particularly around menstruation. Sanitary health is taught, including introducing pupils to different sanitary and personal hygiene products. Conception and sexual intercourse are introduced in simple terms so the children understand that a baby is formed by the joining of an ovum and sperm. They also learn that the ovum and sperm carry genetic information that carry personal characteristics. The unit (Puzzle) ends by looking at the feelings associated with change and how to manage these. Children are introduced to Jigsaw's Circle of change model as a strategy for managing future changes.</p>		
	<p><b>Key Vocabulary</b></p> <p>Personal, Unique, Characteristics, Parents, Sperm, Egg / ovum, Penis, Testicles, Vagina / vulva, Womb / uterus, Ovaries, Making love, Having sex, Sexual intercourse, Fertilise, Conception, Puberty, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance, Looking forward, Excited, Nervous, Anxious, Happy.</p>		

CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 9-10</b>	<ul style="list-style-type: none"> <li>Know what perception means and that perceptions can be right or wrong</li> <li>Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</li> <li>Know that sexual intercourse can lead to conception</li> <li>Know that some people need help to conceive and might use IVF</li> <li>Know that becoming a teenager involves various changes and also brings growing responsibility</li> </ul>	<ul style="list-style-type: none"> <li>Can celebrate what they like about their own and others' self- image and body-image</li> <li>Can suggest ways to boost self-esteem of self and others</li> <li>Recognise that puberty is a natural process that happens to everybody and that it will be OK for them</li> <li>Can ask questions about puberty to seek clarification</li> <li>Can express how they feel about having a romantic relationship when they are an adult</li> <li>Can express how they feel about having children when they are an adult</li> <li>Can express how they feel about becoming a teenager</li> <li>Can say who they can talk to if concerned about puberty or becoming a teenager/adult</li> </ul>	<ul style="list-style-type: none"> <li>Can you tell me how you feel about yourself? What can people do if they don't feel great about themselves? Can I share with you how I see you and how I care about you?</li> <li>Do you have any worries about puberty?</li> <li>Do you have any questions about puberty?</li> <li>Do you have any questions that you'd like to ask me about how babies are conceived?</li> <li>What do you think it will be like when you are a teenager?</li> <li>What kinds of things do you think you will be allowed to do when you are a teenager that you're not allowed to do now?</li> <li>What do you enjoy about being your age now?</li> </ul>
<p>In this Puzzle the children revisit self-esteem and self/body-image. They learn that we all have perceptions about ourselves and others, and these may be right or wrong. They also reflect on how social media and the media can promote unhelpful comparison and how to manage this. Puberty is revisited with further detail explaining bodily changes in males and females. Sexual intercourse is explained in slightly more detail than in the previous year. Children are encouraged to ask questions and seek clarification about anything they don't understand. Further details about pregnancy are introduced including some facts about the development of the foetus and some simple explanation about alternative ways of conception e.g. IVF. Children learn that having a baby is a personal choice. Details of contraceptive options and methods are not taught as this is not age-appropriate. Reasons why people choose to be in a romantic relationship and choose to have a baby are also explored. Children look at what becoming a teenager means for them with an increase in freedom, rights and responsibilities. They also look at the perceptions that surround teenagers and reflect whether they are always accurate e.g. teenagers are always moody; all teenagers have a boyfriend/girlfriend etc.</p>			
<p><b>Key Vocabulary</b></p> <p>Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Sperm, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Having sex, Sexual intercourse, Making love, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights.</p>			



CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 10-11</b>	<ul style="list-style-type: none"> <li>• Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</li> <li>• Know how a baby develops from conception through the nine months of pregnancy and how it is born</li> <li>• Know how being physically attracted to someone changes the nature of the relationship</li> <li>• Know the importance of self-esteem and what they can do to develop it</li> <li>• Know what they are looking forward to and what they are worried about when thinking about transition to secondary school / moving to their next class</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise ways they can develop their own self-esteem</li> <li>• Can express how they feel about the changes that will happen to them during puberty</li> <li>• Recognise how they feel when they reflect on the development and birth of a baby</li> <li>• Understand that mutual respect is essential in a boyfriend / girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to</li> <li>• Can celebrate what they like about their own and others' self- image and body-image</li> <li>• Use strategies to prepare themselves emotionally for the transition (changes) to secondary school</li> </ul>	<ul style="list-style-type: none"> <li>• Can we talk about the changes that will happen to your body over the next few years?</li> <li>• How do you feel about these changes?</li> <li>• What does mutual respect mean? Why is that important in a relationship?</li> <li>• What are you excited about in secondary school?</li> <li>• What are you worried about in secondary school? What can we do with these worries?</li> </ul>
<p>In this Puzzle the class learn about puberty in boys and girls and the changes that will happen – they reflect on how they feel about these changes. The children also learn about childbirth and the stages of development of a baby, starting at conception. They talk about being physically attracted to someone and the effect this can have upon the relationship. They discuss relationships and the importance of mutual respect and not pressuring / being pressured into doing something that they don't want to. The children also learn about self-esteem, why it is important and ways to develop it. Finally, they look at the transition to secondary school (or next class) and what they are looking forward to / are worried about and how they can prepare themselves mentally.</p>			
<p><b>Key Vocabulary</b></p> <p>Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, negative body-talk, mental health, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Sperm, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Having sex, Sexual intercourse, Making love, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, midwife, labour, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights, opportunities, freedoms, responsibilities, attraction, relationship, love, sexting, transition, secondary, looking forward, journey, worries, anxiety, excitement .</p>			

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<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</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>
Caring friendships	<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>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<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>
Online relationships	<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>
Being safe	<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>

### Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	