

RSE

(Relationships and Sex Education)

Policy



**Providing the rich soil that enables
our children to develop deep roots and flourish.**

Chair of Governor: Dr Holmes

Approved by: Standards Committee

Approved on: Spring Term Two 2022

Review Date: Spring Term Two 2024

Other relevant policies: Refer inside for list

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Developing the RSE Policy

This RSE policy has been written by the Headteacher and PSHE lead, in consultation with the staff and Governing body. Parents and teachers were also consulted before the policy was agreed and ratified. The children's and families' needs, in the context of local and national issues, were considered and the content of the policy and curriculum have been brought into line with the new DfE requirements for Primary Relationships Education, which became statutory from September 2020, as well as the Church of England's Principles and Charter documents.

The policy will be available to read on our school's website and a hard copy will be available, on request, at the school office.

Links with Other Policies

Amberley Parochial Primary School will consider Relationships and Sex Education (RSE) when developing other policies, in particular:

- Accessibility
- Anti-Bullying, Equality and Hate
- Attendance
- Behaviour
- Children in Care
- Complaints
- Confidentiality
- Data Protection
- Emotional Health and Wellbeing
- E-safety and Acceptable User
- Intimate Care
- Medical Needs
- Offsite visits
- Pastoral Care
- Personal, Social, Health and Economic Education (PSHE)
- Equalities
- Safeguarding and Child Protection
- Safer Recruitment
- Special Educational Needs Disabilities
- Spiritual, Moral, Social and Cultural Education (SMSC)
- Teaching and Learning
- Transition
- Whistleblowing

All our policies are published on the school website.

What is RSE?

Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships and health.

RSE aims to equip children and young people with the information, skills and values which they will need to lead safe, fulfilling, enjoyable relationships and which will help them go on, beyond primary school, to take responsibility for their sexual health and wellbeing.

In line with the DfE 2019 Guidance, the focus of RSE at Amberley Parochial Primary School will be on teaching the fundamental building blocks and characteristics of positive, healthy, respectful relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults in all contexts, including online. It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position. This will sit alongside the essential understanding of how to be healthy and how totally interlinked physical and mental health are.

The key elements of Relationship Education have been divided into five sections:

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

Why RSE?

The overall aim of the school is to promote pupils' spiritual, moral, social and cultural development and to prepare all pupils for the opportunities, responsibilities and experiences of life.

Research has shown that a comprehensive RSE curriculum can help young people to feel more positive about themselves and to understand what a healthy relationship looks like, as well as to delay the age at which they become sexually active. Young people who feel good about themselves are more knowledgeable and confident about relationships, more likely to be more discerning in their relationships and sexual behaviours and also more likely to have healthy, safe and fulfilling relationships.

Keeping Children Safe in Education (KCSIE) 2021 sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum, and our RSE curriculum at Amberley Parochial Primary School is key to this provision.

This may include covering relevant issues through Relationships Education (from 2020) and through Personal, Social, Health and Economic education (PSHE). At the heart of these subjects there is a focus on keeping children safe, and schools can play an important role in preventative education.

Statutory Requirements

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools from September 2020. Sex Education is not compulsory in primary schools, however puberty is covered in the Relationships and Health Education content and the Department for Education (DfE) continues to recommend that all primary schools should have a sex education programme tailored to the age and physical and emotional maturity of the pupils. In addition, the National Curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

At Amberley, we deliver a high-quality, age-appropriate and evidence-based relationships, sex and health education curriculum (RSHE) for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered and how everyone will be treated with dignity as all people are made in the image of God and are loved equally by God. We link work in science to our PSHE curriculum around health and relationships, however, if a parent wishes to withdraw their child from sex education beyond the national curriculum for science, we uphold that right and would welcome a discussion around any concerns.

Equal Opportunities

Schools are required to comply with the relevant requirements of the Equality Act 2010.¹ Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

The law now states that all pupils should have access to Relationships Education and Health Education that is relevant to their particular needs. To achieve this, Amberley Primary School's approach to RSE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community, and will take account of:

Ethnic and cultural diversity

Different ethnic and cultural groups may have different attitudes to RSE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

Varying home backgrounds

We recognise that our pupils may come from a variety of family situations and home backgrounds. We shall always endeavour to prevent stigmatisation of children based on their home circumstances.

¹ www.legislation.gov.uk/ukpga/2010/15/contents The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education from September 2020; Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.

The regulations make Health Education (HE) compulsory in all schools. Sex education is not compulsory in primary schools. Schools choosing to teach aspects of sex education which go beyond the national curriculum for science must set this out in their policy and consult with parents. Parents/carers have the right to withdraw pupils from sex education (but not Relationships or Health Education)

Sexuality

Some of our pupils will go on to define themselves as lesbian, gay, bi-sexual, transgender or questioning (LGBTQ). Pupils may also have LGBTQ parents/carers, brothers or sisters, other family members and/or friends. Eventually all our pupils will meet and work with LGBTQ people. Our approach to RSE will include sensitive, honest and balanced consideration of sexuality and we shall actively tackle homophobic or sexist bullying. We are working towards creating a gender-neutral environment, where each child is seen as an individual.

Special educational needs

We shall take account of the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular RSE needs.

A Whole School Approach

We have adopted the Charter for Faith Sensitive and Inclusive Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) produced by the Church of England (November 2019)² (see Appendix A)

Teaching staff are all involved in the school's RSE provision; as well as delivering the curriculum, they all play an important pastoral role by offering support to pupils. Teachers will be consulted about the school's approach to RSE and aided in their work by provision of resources, background information, and access to appropriate training, support and advice from experienced members of staff.

Non-teaching staff may be involved in a supportive role in some RSE lessons and also play an important (formal or informal) pastoral support role with pupils. They will have access to information about the RSE programme and be supported in their pastoral role.

Governors have responsibilities for school policies. They will be consulted about the RSE provision and policy.

Parents/carers have a legal right to have information about the school's RSE provision. They may have access at any point to the programme of work and are invited to come into school to discuss the content of the lessons and to view the resources used. The class teacher or PSHE subject leaders would be willing to work with them at any point, However, under the new statutory guidance, parents cannot withdraw their children from Relationships Education. As stated above, they may only withdraw their child from sex education beyond the national curriculum for science. The school will, however, seek and take account of parent/carer views and endeavour to adopt a partnership approach with parents/carers; we will take time to address concerns and allay any fears.

Outside agencies and speakers may be involved in contributing to RSE lessons. The school will only work with agencies and speakers who are appropriate to the pupils' needs.

Pupils have an entitlement to RSE and pastoral support appropriate to their age and circumstance. They will be consulted about their RSE needs and their views will be central to developing the provision.

² https://www.churchofengland.org/sites/default/files/2019-11/RSHE%20Principles%20and%20Charter_0.pdf

The Taught RSE Programme

RSE is taught as part of a planned programme within the PSHE curriculum. Our teaching plan promotes resilient and healthy relationships, supporting children to keep themselves safe from harm. Children are taught to show respect to all within our community developing a mutual understanding of other faiths and beliefs. Our school's Christian vision and values underpin all our teaching.

We follow the PSHE Association Primary RSE scheme of work, written by Medway, which is a graduated, age-appropriate programme. Some further elements of RSE are taught through other areas of the PSHE programme and some through science. At Amberley, we believe that RSE should be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.

See Appendix B for Overview of lessons (learning objectives and intended learning outcomes)

See Appendix C for References to the PSHE Association Programme of Study

See Appendix D for References to National Curriculum Science (2014)

Should a teacher be absent, it would not be undertaken by a short-term supply teacher.

Ground rules Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of RSE. To this end, ground rules are always agreed upon to provide a common values framework within which to teach. There are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

Ground rules will ensure that:

- Pupils are given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher nor pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- The school's confidentiality/safeguarding policies are adhered to.

Answering difficult questions When delivering the RSE objectives (Appendix B) teachers will always consider how children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of those developmental differences (including when these are due to specific special educational needs or disabilities) and recognise the potential for discussion on a one-to-one basis or in small groups. Schools should consider what is appropriate and inappropriate in a whole-class setting, as teachers may require support and training in answering questions that are better not dealt with in front of a whole class. On occasion, an individual child will ask an explicit or difficult question in the classroom. Questions do not always have to be answered immediately; it may be more appropriate to address them later. At Amberley Parochial Primary School, we believe that individual teachers must use their skill and discretion in these situations and could refer to the PSHE subject leader

Dealing with questions

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Teachers should set the tone by speaking in a matter-of-fact way and ensure that pupils discuss issues in a way which does not encourage giggling and silliness.
- Pupils should be encouraged to write down questions anonymously and post them in a 'problem/worry box'. The teacher will then have time to prepare age-appropriate answers to all questions before the next session and will choose not to respond to any questions which are inappropriate.

- Teachers should respond to questions where they can, always bearing in mind that pupils who do not have their questions answered may go online to find answers.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- If a verbal question is too personal, the teacher should remind the pupils of the ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class or raises safeguarding concerns, the teacher should acknowledge the question and promise to attend to it later, on an individual basis.
- Pupils must not be given the impression that teenagers inevitably have sex. The view that sex should be between two people who are mature enough to make informed decisions should be emphasised.
- If a teacher is concerned that a pupil is at risk of sexual abuse the head teacher should be informed and the usual safeguarding/child protection procedures followed.

Monitoring and Evaluation

The RSE programme and policy are regularly evaluated and reviewed by the PSHE subject leader. The views of pupils, parents, staff and governors are used to make changes and improvements to the programme on an ongoing basis. Parents are consulted using an online RSE feedback form. Recommendations are fed back to the full Governing body and are then actioned as appropriate. Governors will ensure that policy and practice continue to be consistent with the school's Christian vision and that the resources used are appropriate.

Confidentiality and Safeguarding

Teachers conduct RSE lessons in a sensitive manner and in confidence.

Good RSE practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children should be made aware of how to raise their concerns or make a report and how any report will be handled. School staff cannot promise absolute confidentiality if approached by a pupil for help and must make this clear to pupils. Should disclosures be made to a member of staff by a child, regarding their (or a peer's) possible involvement in sexual activity or a concern about a friend or peer, the school's Confidentiality and Safeguarding Policies should be referred to.

Support available to pupils

The school takes its role in the promotion of pupil wellbeing seriously. Staff endeavour to make themselves approachable and to provide caring, sensitive support for pupils in a variety of ways. Staff may be approached for help on an individual basis, offering a listening ear and, where appropriate, information and advice. In addition to class teachers and class TAs, every year group at Amberley Parochial Primary School has an identified pastoral TA, who has had Mental Health First Aid training. The pastoral TA has additional hours for pastoral support and is available at any time of the school day to support Emotional Health and Wellbeing needs. Where appropriate, pupils are referred to the school nurse and/or outside helping agencies. The school will keep up to date with the development of local services and national help lines for young people and form working relationships with local agencies that are relevant to pupil needs.

Roles and Responsibilities

The Governing body - review and monitor the policy on an annual basis and make any necessary changes based on evaluations. Ensure the schools distinctive Christian vision is lived out through RSE.

The Head teacher and the senior leadership team - monitor the effectiveness and impact of the policy including the teaching and learning. Build and maintain effective relationships, fully engage with parents when planning and reviewing RSE work. The head teacher responds to parent requests to withdraw their children from RSE.

Teaching and support staff - follow the agreed policy and scheme of work and where concerns arise seek additional guidance and or training through the leadership team. Staff model a positive attitude to RSE.

Pupils - fully engage with RSE teaching and treat all issues and peers with mutual respect and sensitivity.

Parents and carers - support their children in their learning and raise any questions regarding policy with the teachers and leadership team.

Visitors - read and follow the agreed policy; keep up-to-date with policy and practice.

Policy Review and Development Plan

At Amberley, we are committed to building a strong and positive relationship with all parents through a shared understanding, mutual trust and co-operation. We achieve this by responding to any RSE queries in a sensitive and supportive way as well as sharing our school policy on the school's website. In addition, we seek views from parents to look for ways to improve our teaching and learning.

This policy will be reviewed regularly with consideration to parental consultation, and any revisions will be brought to the Governors for their approval.

Appendix A

A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)

The Church of England Education Office faith-sensitive and inclusive approach to Relationships Education, Relationships and Sex Education³ (RSE) and Health Education (RSHE) is underpinned by two key biblical passages:

So God created humankind in his image, in the image of God he created them. (Genesis 1:27, NRSV)
I have come in order that you might have life—life in all its fullness. (John 10:10, GNB)

In Amberley Parochial Primary we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

We commit:

1. **To work in partnership with parents and carers.** This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
2. **That RSHE will be delivered professionally and as an identifiable part of PSHE.** It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.
3. **That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act⁴ and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.
4. **That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.** It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.
5. **That RSHE will promote healthy resilient relationships set in the context of character and virtue development.** It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.
6. **That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.** It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.
7. **To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special educational needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality Relationships and Sex Education.

³ Where, after consultation with parents and carers, primary schools decide to include elements of sex education in their curriculum.

⁴ The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

8. **To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

Appendix B

MEDWAY PRIMARY PSHE EDUCATION: RELATIONSHIPS AND SEX EDUCATION

Overview of lessons – learning objectives and intended learning outcomes

| Lesson | Learning objectives We are learning: | Intended learning outcomes We can: |
|---|---|---|
| Year 1/2 <i>Cycle A</i> <i>Autumn Term</i> Respecting ourselves and others | <ul style="list-style-type: none"> • About the special people in our lives and how we care for one another | <ul style="list-style-type: none"> • identify our own special people • explain what makes them special to us and why they are important in our lives • describe the different ways our special people care for us • recognise how we can care for them in return |
| Year 1/2 <i>Cycle B</i> <i>Summer Term</i> All about me | <ul style="list-style-type: none"> • about how we change as we grow • about the differences and similarities between people | <ul style="list-style-type: none"> • recognise the main stages of the human life cycle (baby, child, adult) • recognise that the process of growing takes time and describe what changes when people grow from young to old • identify ways we are more independent now than when we were younger • describe our feelings about growing and changing • describe similarities and differences between ourselves and others • challenge simple stereotypes about boys and girls • recognise and use the correct names for main parts of the body |
| Year 3/4 <i>Cycle A</i> <i>Autumn Term</i> Respecting ourselves and others | <ul style="list-style-type: none"> • about friendship – why is it important and what makes a good friend? • how to maintain good friendships • about solving disagreements and conflict amongst themselves and their peers | <ul style="list-style-type: none"> • recognise the different types of friendships that are important to us (eg: family, friends, groups we belong to, neighbours) • explain why friendship and having friends is valuable • identify how friends show they care for and value each other • describe what makes a good friendship and what is most important in a friendship • identify what helps maintain friendships • describe feelings when disagreements and conflict occur • identify what can help and not help if there are friendship problems • demonstrate strategies for solving arguments with peers |
| Year 5/6 <i>Cycle A</i> <i>Autumn Term</i> Families and friendships | <ul style="list-style-type: none"> • about what constitutes a positive, healthy relationship • that relationships can change over time | <ul style="list-style-type: none"> • describe some changes that happen as we grow up • identify the range of feelings associated with change, transition to secondary school and becoming more independent • describe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities |
| Year 5 <i>Cycle A and B</i> <i>Summer Term</i> Growing Up | <ul style="list-style-type: none"> • about some of the physical changes experienced during puberty • about the physical changes that happen to males and females during puberty • about the importance of personal hygiene during puberty • to respond to questions about puberty • how and why emotions may change during puberty • about getting appropriate help, advice and support about puberty | <ul style="list-style-type: none"> • identify some of the physical changes that happen to bodies during puberty • explain that puberty begins and ends at different times for different people • use scientific vocabulary for external male and female body parts/genitalia • use to use scientific vocabulary for external and internal male and female body parts/genitalia • explain what happens during menstruation (periods) • explain what is meant by ejaculation and wet dreams • explain how and why it is important to keep clean during puberty • describe ways of managing physical change during puberty • respond to questions and give advice to others about puberty • describe how emotions and relationships may change during puberty • know where we can get the help and support we need in relation to puberty |

| | | |
|---|---|--|
| <p>Year 6 Cycle A and B Summer Term</p> <p>Growing Up</p> | <ul style="list-style-type: none">• more about the changes that happen at puberty (recap from year 5)• About adult relationships and the human life cycle• About human reproduction (how a baby is made and how it grows) | <ul style="list-style-type: none">• describe the physical and emotional changes that occur during puberty and how to manage these• identify myths and facts about puberty, and what is important for a young person to know• demonstrate how to begin conversations (or ask questions) about puberty with people that can help us• identify the links between love, committed relationships / marriage and conception• explain what sexual intercourse is and explain that this may be one part of an intimate relationship between consenting adults• explain what pregnancy means, how long it lasts and where it occurs i.e.: that a baby is made when a sperm (male) meets an egg /ovum (female) and then the fertilised egg settles into the lining of the uterus (or womb) (female) |
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Appendix C

MEDWAY PRIMARY PSHE EDUCATION: RELATIONSHIPS AND SEX EDUCATION

| Year Group | PSHE Association Learning Opportunities |
|--|---|
| Year 1/2 Cycle A Autumn Term Respecting ourselves & others | <ul style="list-style-type: none"> • to identify their special people (family, friends, carers), what makes them special and how special people should care for one another |
| Year 1/2 Cycle B Summer Term All about me | <ul style="list-style-type: none"> • about the process of growing from young to old and how people's needs change • about growing and changing and new opportunities and responsibilities that increasing independence may bring • the names for the main parts of the body (including external genitalia) the bodily similarities and differences between boys and girls • what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy • to identify and respect the differences and similarities between people • ways in which they are all unique; understand that there has never been and will never be another 'them' • ways in which we are the same as all other people; what we have in common with everyone else |
| Year 3/4 Cycle A Autumn Term Respecting ourselves & others | <ul style="list-style-type: none"> • to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships • to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships • to develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and to support others to benefit themselves |
| Year 5/6 Cycle A Autumn Term Families and friendships | <ul style="list-style-type: none"> • to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships • to recognise different types of relationship, including those between acquaintances, friends, relatives and families • 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 • 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 |
| Year 5 Cycle A and B Summer Term Growing Up | <ul style="list-style-type: none"> • about change • how their bodies will, and emotions may, change as they approach and move through puberty • about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe • to identify and respect the differences and similarities between people • that 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) • about change • how their bodies will, and emotions may, change as they approach and move through puberty • about taking care of their body to offer constructive support and feedback to others to discuss topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people • 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 • to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these • 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 • to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these • to recognise that their behaviour can affect other people |

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|---|---|
| <p>Year 6 Cycle A & B Summer Term</p> <p>Growing Up</p> | <ul style="list-style-type: none"> • about change • how their bodies will, and emotions may, change as they approach and move through puberty • about taking care of their body • to recognise how their increasing independence brings increased responsibility to keep themselves and others safe • how their body will, and their emotions may, change as they approach and move through puberty • 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 • about human reproduction • Pupils should have the opportunity to learn to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships |
|---|---|

References to PSHE Association Programme of Study:

Appendix D

MEDWAY PRIMARY PSHE EDUCATION- RELATIONSHIPS AND SEX EDUCATION

Cross reference to National Curriculum Science (2014)

| Year group/s | National Curriculum Science | Programmes of Study Statutory requirements: | Non-statutory notes and guidance |
|---|-----------------------------------|---|---|
| KS1: Year 1/ 2 AIC : All about me Term 6 Cycle B Medway: We are growing: human life cycle | Year 2: Animals, including humans | Pupils should be taught to notice that animals, including humans, have offspring which grow into adults | <i>They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils recognise growth; they should not be expected to understand how reproduction occurs. Growing into adults can include references to baby, toddler, child, teenager, adult.</i> |
| KS1: Year 1/ 2 AIC : All about me Term 6 Cycle B Medway: Everybody's body | Year 2: Animals, including humans | Pupils should be taught to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with which sense | <i>Have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes</i> |
| KS2: Year 5 AIC : Growing up Term 6 Cycle A & B Medway: Puberty Lessons 1-4 | Year 5: Animals, including humans | Pupils should be taught to describe the changes as humans develop to old age | <i>They should learn about the changes experienced in puberty.</i> |
| KS2: Year 6 AIC : Growing up Term 6 Cycle A & B Medway: How babies are made | Year 6: Evolution and inheritance | Pupils should be taught that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents | |