



**Everybody Excelling, Every Day. No Excuses!**

# **Relationships and sex education policy (from 2020)**

Approved by: [Name]

Date: [Date]

Last reviewed on: [Date]

Next review due by: [Date]

## 1. Aims

Through our PSHE programme, we aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective RSE to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens.

At Randal Cremer, RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. In addition, some aspects of the RSE programme will be covered through:

- Science curriculum
- Computing
- Circle times
- Assemblies
- Stories
- PE in the context of health and hygiene

RSE is lifelong learning about personal, physical, moral and emotional development. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

### **The aims of Relationships, Sex and Health education (RSHE) at our school are to:**

- Provide a consistent standard of relations, sex and health education across the school
- Help pupils develop feelings of self-respect, confidence and empathy
- Promote responsible behaviour
- Create a positive culture of communication around issues of relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- 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
- Give pupils an understanding of reproduction and sexual development
- Ensure that all pupils, by the time they reach secondary school age, are well equipped and on an equal footing, to deal with the secondary RSHE curriculum.
- To provide all pupils with knowledge, skills, and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up and deal with risk.
- Combat exploitation.

**These aims complement those of the Science curriculum in KS1 and KS2.**

## 2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

This policy has been written in accordance with the statutory guidance document “Relationships and Sex Education (RSE) and Health Education” (DfE, 2019).

Department for Education guidance states that by the summer term 2021, all primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum: including knowledge of the main external body parts; the changes as humans develop to old age and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons.

Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information:

“It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement...

“It is important that the transition phase before moving to secondary school supports pupils’ ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born.”

Should you like to see the guidance from the government please

visit: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships\\_Education\\_\\_Relationships\\_and\\_Sex\\_Education\\_\\_RSE\\_\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf)

### **3. Definition**

Within this policy, as in the DfE guidance, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online.

For the purpose of this policy, Health Education is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the national curriculum for science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of Science and those related elements (the physical changes associated with puberty) within statutory Health Education.

RSE is not about the promotion of sexual activity.

## **4. Curriculum**

### **4.1 Statutory RSE Curriculum Content**

Our RSE curriculum is embedded within our PSHE curriculum and is set out as per Appendix 1, however, this will be adapted when necessary.

We have developed the curriculum 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 age appropriate manner so they are fully informed and do not seek answers online.

**Key objectives of the statutory Relationships Education curriculum are outlined below:**

Families and people who care for me

Children should know:

- that families are important for children growing up because they can give love, security and stability.
- 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.
- 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.
- 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.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

#### **Caring friendships**

Children should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- 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 physically or verbally aggressive behaviour is never right.
- 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.

#### **Respectful relationships**

Children should know:

- 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.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- 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.
- 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.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and granting in relationships with friends, peers and adults.

### **Online relationships**

Children should know:

- that people sometimes behave differently online, including by pretending to be someone they are not.
- 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.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

### **Being safe**

Children should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- 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.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult and others.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

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).

## **4.2 Statutory Science Curriculum Content**

Early Years Foundation Stage children learn about life cycles as well as watching chicks hatch. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

### **In Key Stage 1 (years 1 – 2) children learn:**

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

### **In Key Stage 2 (years 3 – 6) children learn:**

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement
- To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple functions
- To describe the life process of reproduction in some plants and animals
- To describe the changes, as humans develop to old age
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- To describe the way nutrients and water are transported within animals, including humans
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

## **4.3 Non-Statutory Sex Education**

As part of statutory Health Education, children are taught in an age appropriate way about puberty and the associated physical and emotional changes from Year 4 onwards. As part of the science curriculum, children learn in Year 2 that animals, including humans, have offspring which grow into adults. In Year 5, they describe the changes as humans develop to old age and about how reproduction occurs in some plants and animals.

Alongside this, children in Year 4 are taught to recognise the signs and changes that may occur during the onset of puberty, in preparation for further lessons on this subject which also focus on emotional changes and menstruation in Year 4. These lessons form part of the statutory requirements for Health Education.

The DfE guidance 2019 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. Although sex education is not compulsory in primary schools, we believe children

should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs. This is taught in Years 4, 5 and 6. Children are taught:

- that for a baby to begin to grow, part comes from a mother and part comes from a father; that in most animals including humans the baby grows inside the mother
- that when a sperm and egg meet, this is called conception; that conception usually occurs as a result of sexual intercourse, and what sexual intercourse means
- how a baby develops in the womb and how babies are born

We believe that teaching this additional content to pupils will ensure that they are better prepared for transition to secondary school and also support their personal and social development as they grow into young adults. As is legally prescribed, parents have a right to withdraw their children from these additional non-statutory sex education lessons – please see the relevant section within this policy in regard to this process.

The resources we use when teaching the non-statutory sex education units are available for parents/carers to view on request to the PHSE Co-ordinator.

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

## **5. Delivery of RSE**

Our Relationships and Sex Education programme will be delivered in an age appropriate and sensitive manner by class teachers. Teaching is normally taught in mixed gender groups. However, following feedback from our community, some content is covered in single sex groups e.g. menstrual hygiene, single sex question sessions, etc.

We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes.

Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching RSE. Clear ground rules are established in partnership with the class, then reinforced at the start of each relevant lesson. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other
- Everyone gets a turn to speak, if they want to
- Everyone has a right not to speak
- Everyone's contribution is respected
- We don't ask or have to answer any personal questions
- We use anatomically correct language when we have learnt it

Delivery methods will be adjusted should the need for remote learning continue or extend.

Dealing with sensitive issues and difficult questions

Pupil's questions will be dealt with honestly and sensitively and in an age appropriate way.

A questions box will be available for pupils to ask anonymous questions.

If staff are faced with a question they do not feel comfortable answering within the classroom, techniques such as distancing, the use of a question box, or creating a time to talk to a child individually will be used. Children may also be signposted back to parents/carers and the teacher will contact the parents/carers to give a context to the conversations that have been held in class.

If any questions raise safeguarding concerns, teachers will refer to the Designated Safeguarding Lead.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

## **6. Roles and responsibilities**

### **6.1 The governing body**

The governing body has delegated the approval of this policy to the Children and Learning Committee.

### **6.2 The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see Appendix 2).

The headteacher also:

- Ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- Monitors this policy on a regular basis and reports to governors on the effectiveness of the policy

### **6.3 Staff**

All staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- 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
- Monitoring progress

Class teachers are responsible for teaching RSE at Randal Cremer.



Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions. Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

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. Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

#### 6.4 Pupils

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

#### 6.5 Parents

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Will carry out our statutory duty to consult with parents and governors on the contents of this policy
- Inform parents about the school's RSE policy and practice; this includes informing parents by letter or email before beginning to teach a unit of RSE
- Answer any questions that parents may have about the RSE of their child; this includes providing opportunities for parents to view the resources that are used in lessons
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school
- Acknowledge parents have the right to withdraw their children from the non-statutory components of sex education within RSE. However, this rarely happens as, by working in partnership with parents, they recognise the importance of this aspect of their child's education
- Keep a register of any pupils who are removed from lessons and distributed to all teachers involved.

### 7. Parents' right to withdraw

As previously stated the RSE curriculum consists of both statutory and non-statutory elements:

- Parents do have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.
- Parents do not have the right to withdraw their children from statutory relationships education, health education or the science curriculum.

Parents wanting to withdraw their children are invited to speak to the class teacher. The class teacher will explore the concern of the parents and the possibility of adjusting the programme or approach and will discuss any impact that withdrawal may have on the child. He/she will talk with the parents about the possible negative experiences or feelings that may result from withdrawal of the child and the ways in which

these may be minimised. If the parent still wishes to withdraw the child, requests for withdrawal should be put in writing and addressed to the Headteacher (See Appendix 2 for request form.). Once a child has been withdrawn they cannot take part in sex education until the request for withdrawal has been removed.

Alternative work will be given to pupils who are withdrawn from sex education and that child will go to another class for the duration of the lesson.

## **8. Confidentiality**

Teachers conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as outlined in the Child Protection and Safeguarding Policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or exploitation. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection or the headteacher as a matter of urgency. Disclosure of female genital mutilation must be reported to the police (either by the teacher to whom it is disclosed or by the DSL).

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, pupils are informed first and then supported by the designated teacher throughout the whole process.

## **9. Special Educational Needs**

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

## **10. Equalities and Diversity**

Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. Planning and resources are reviewed to ensure they comply with equalities legislation and the school's equal opportunities policy. All RSE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of the subject in school. In our school we seek to recognise and embrace the diverse nature of our community. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials

and resources that reflect the diversity of our community and encourage a sense of inclusiveness. We do not use RSE as a means of promoting any form of sexual orientation.

### **11. Complaints Procedure**

Any complaints or concerns about the Relationships and Sex Education programme should be made to the class teacher in the first instance. Parents can choose to follow the Randal Cremer complaints procedure if they feel things are not resolved.

### **12. Monitoring Arrangements**

The delivery of RSE is monitored by the Senior Leadership Team through, for example, planning scrutinies, learning walks and lesson observations

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

### **13. The School Environment**

The school will ensure that the whole school environment reflects the values of respect for themselves and others. It will:

- Ensure that posters and displays use positive images and celebrate difference and diversity.
- Use anonymous question boxes or similar items enabling children to have questions and concerns answered privately where needed.
- Ensure that communication between staff and pupils is welcomed and encouraged, and children know how to access members of staff.
- Provide provisions for pubertal girls, including sanitary ware and free sanitary towels.
- Ensure that discriminatory behaviour is always challenged in any context.

### **14. Equal Opportunities**

Randal Cremer Primary School is committed to equality of opportunity in all aspects of school life. In RSE this will include:

- Examining and challenging gender stereotyping,
- Celebrating difference and diversity
- Ensuring a programme of Relationships Education that is relevant to all pupils

### **15. Further policies**

In conjunction with this policy, please also see:

- Behaviour policy and procedures
- Safeguarding and child protection policy
- Anti-bullying policy and procedures
- Mental health and wellbeing policy
- Online safety policy
- Equalities Policy

Please see below a useful document produced by the government, which provides answers to frequently asked questions: <https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>

## Appendix 1 – Relationship Education

### Our approach to Relationship Education:

Everyone Different/Everyone welcome.

Central to our PSHE relationships curriculum is our belief that we construct narratives to explain the world around us and that for too long the narratives have been those of white, mainly male privilege. In order to support children to understand that we all have a history, we all have our own stories – we will teach the equality strands through high quality texts in which difference is accepted and our commonality explored.

Returning to school after the Covid 19 Lockdown and the Black Lives Matter Protests means more than ever before we have a duty to give children the language to challenge the status quo, to question perceived wisdom, and to hear and be heard.

Each half term there will be a core text used to enable children to explore themes of equality/diversity/equity.

EYFS	Theme	Book
Autumn 1	To say hello (I know in my class we are not all the same/I know I can make friends with different people / I know how to make friends)	Hello Hello – Brendan Wenzel
Autumn 2	To make a new friend (I know everyone is different in my class/I can make friends with everyone)	Blue Chameleon – Emily Gravett
Spring 1	To choose what I like (I can make up my mind and tell you things I like/I can ask others what they think.	You Choose – Nick Sharratt and Pippa Goodheart
Spring 2	It's ok to like different things (I know my friends can like different things to me/I know we can still be friends)	Red Rockets and Rainbow Jelly – Sue Heap and Nick Sharratt
Summer 1	All families are different (I know who is in my family/I know all families are different)	The Family Book – Todd Parr
Summer 2	To celebrate my family (I know the people in my family are special/I can tell you who loves me)	Mommy, Mama and Me – Leslie Newman, Carol Thompson.
Year 1	Theme	Book
Autumn 1	I like the way I am (I know ways we are different/I know how to make my class welcoming)	Elmer – David McKee
Autumn 2	To join in (I know we are all different/I know we can play together/I can join in)	Going to the Volcano – Andy Stanton
Spring 1	To find ways to play together (I know we might like different things/I can find ways you can join my game/I can make sure no one is left out.	Want to Play Trucks – Ann Stott and Bob Graham
Spring 2	Proud to be Me (I know we are all different/I know how I am different/I like the way I am)	Hair, it's a family affair – Mylo Freeman
Summer 1	I share the world with lots of people (I know I live in the world/I know the world is full of different people)	My World Your World – Melanie Walsh

Summer 2	To work together (I know I can ask for help with my ideas/I know how to ask for help/I can work with different people)	Errol's Garden – Gillian Hibbs
<b>Year 2</b>	<b>Theme</b>	<b>Book</b>
Autumn 1	To know I belong (I know who I am/I know there are special things about me/I know I am different/I know I belong)	All Are Welcome (Alexandra Penfold & Suzzane Kaufman)
Autumn 2	To welcome different people (I know we are all different/I can name ways we are different/I have friends who are different/I don't leave people out)	Can I join your club? John Kelly and Steph Laberis
Spring 1	To think about what makes a good friend (I know what a good friend is/I know how to be a good friend)	Amazing – Steve Antony
Spring 2	To have self confidence (I know we are all different/I know sometimes it is hard to be different/I know what self confidence means/I know how I can help someone feel confident)	How to be a Lion – Ed Vere
Summer 1	To understand what diversity is (I understand what diversity means/I know how my school is diverse)	The Great Big Book Of Families – Mary Hoffman and Ros Asquith
Summer 2	To communicate in different ways (I know there are different ways to communicate/I can learn to use Makaton)	What the Jackdaw Saw – Julia Donaldson and Nick Sharratt
<b>Year 3</b>	<b>Theme</b>	<b>Book</b>
Autumn 1	To be welcoming (I know the behaviour that makes someone feel like an outsider/I know how to make someone feel welcome)	Beegu – Alexis Deacon
Autumn 2	To understand what discrimination means (I know how someone can feel like an outsider/I know how to make sure there are no outsiders in my school)	This is our house – Michael Rosen
Spring 1	To understand what a bystander is (I know everyone has differences/I know how people can feel hurt/I know what a bystander is/I know what to do if I see someone being unkind)	We're all Wonders – R J Palacio
Spring 2	To recognise and help an outsider (I know why it's hard to be different/I know how to help someone be strong).	The Hueys in the New Jumper – Oliver Jeffers
Summer 1	To recognise a stereotype (I know what a stereotype is/I know how stereotypes affect people/I know everyone is different.	The Truth about Old People – Elina Ellis
Summer 2	To consider living in Britain today (I know what Britain is/I know where I live/I know lots	Planet Omar: Accidental Trouble Magnet – Zainab

	of different people live in Britain today/I know why some people are scared of difference.	Mian
<b>Year 4</b>	<b>Theme</b>	<b>Book</b>
Autumn 1	To find common ground (I know there are more things that we have in common than divide us)	Aalfred and Aalbert – Morag Hood
Autumn 2	To look after my mental health (I know what mental health is/I know what situations can affect my mental health/I have strategies to look after my mental health.	When Sadness Comes to Call – Eva Eland
Spring 1	To show acceptance (I know there are different ways to dress/I know that people can choose what they wear/I know different people in my community wear different things/I am accepting of difference	Julian is a Mermaid – Jessica Love
Spring 2	To help someone accept difference (I know we are different/I can tell you ways we are different/I know why some people are afraid of difference/I can help people to accept difference.	Along came a different – Tony McLaughlin
Summer 1	To choose when to be assertive (I know what assertive means/I know why being assertive is sometimes hard?	Dogs Don't do Ballet – Anna Kemp and Sarah Ogilvie
Summer 2	To be proud of who I am (I know why people sometimes don't speak up/I know everyone in my school should be proud of who they are)	Red: A Crayon's Story – Michael Hall
<b>Year 5</b>	<b>Theme</b>	<b>Book</b>
Autumn 1	To explore friendship (I know what friends are/I know how important friendship is/I know sometimes friendship can go wrong/I value the people around me.	The Girls – Lauren Lee and Jenny Lovlie
Autumn 2	To recognise when someone needs help (I know people have different life experiences/I can empathise with others).	How to Heal A Broken Wing Bob Graham
Spring 1	To consider consequence (I know what a consequence is/I know that all actions have consequences/I know that I have a choice in behaviour/I have a choice of when to join in with behaviour and when to choose not to)	Kenny Lives with Erica and Martina – Olly Pike
Spring 2	To justify my actions (I know sometimes we have to make difficult decisions/I can justify my actions).	Rose Balance – Ian McEwan and Roberto Innocenti
Summer 1	To consider responses to racist behavior (I understand what racism is/I can recognise racist behaviour/I know what to do if I hear or	Mixed – Arree Chung

	see someone being racist.	
Summer 2	To exchange dialogue and express an opinion (I know there are different ideas about equality around the world/I can exchange dialogue and express my opinion).	And Tango Makes Three – Justin Richardson and Peter Parnell
<b>Year 6</b>	<b>Theme</b>	<b>Book</b>
Autumn 1	To overcome fears about difference (I can accept and work with people who are different from me/I can explore difference without fear/I can look for solutions to challenging situations).	Leaf – Sandra Dieckmann
Autumn 2	To consider language and freedom of speech (I know what freedom of speech means/I know how language can be used to persuade people/I know how important pupil voice is).	The Only Way is Badger – Stella J Jones and Carmen Saldana
Spring 1	To show acceptance (I can show acceptance of people who are different to me/I can be welcoming to people who are different to me).	Introducing Teddy – Jessica Walton and Dougal MacPherson
Spring 2	To consider democracy (I know what a democracy is/I know that we live in a democracy/I know how laws are made/I know how laws can change).	A Day in the Life of Marlon Bundo – Marlon Bundo and Jill Twiss
Summer 1	To consider responses to immigration (I know what immigration means/I know what empathy means/I can empathise with a person in a different situation to me).	King of the Sky – Nicola Davis
Summer 2	To consider causes of racism (I know what prejudice is/I know what can happen if racism is not challenged/I know how to challenge racist behaviour).	The Island – Armin Greder

In addition – each week there will be a sub – theme which will build on the children’s understanding and develop a whole school ethos of ‘No Outsiders’. Below are suggestions but these will be regularly reviewed dependent on topical issues and what are children tell us is important to them.

These will be explored through assemblies, PSHE lessons. All adults at Randal Cremer are expected to model the behaviours and conduct themselves so that children feel safe to explore the themes, ask questions and feel heard.

Week	Sub-theme
1	Back to school – safety and security.
2	Back to school – our core values: Love, High Expectations, Equality, Teamwork & respect.
3	Belonging
4	Friendship



5	Stereotypes – (Viking Warrior)
6	Bullying – being a bystander
7	Bullying – All different/all equal
8	Being a role model
9	Showing caring and kindness
10	Whose God?
11	Why do boys wear blue?
12	Are unicorns just for girls?
13	Hidden messages in clothing?
14	Food Diversity
15	Can boys hold hands with another boy?
16	Can people change their minds? Views?
17	Autism Spectrum Disorder
18	Communication – not just words.
19	What is Pride?
20	Physical Differences – para-olympians.
21	Clothes from around the world ?
22	Different Families
23	Fostering and Adoption
24	Being a leader
25	Racist Imagery – statues and symbols
26	Racist Graffiti
27	Being afraid
28	Who wrote the History Books?
29	Rights and Responsibilities
30	Saying No.
31	Being Popular
32	Being a Bystander
33	Who can you talk to when you are worried?
34	Whose Truth?
35	It's Not Fair!
36	Who was Randal Cremer?
37	Circles of Influence
38	Transitions and changes.
39	Once Randal Cremer – always Randal Cremer

# Reception

## Our Lives EYFS

### Scheme of Work

**Word Box:** Dress, undress, clean, smelly, flannel, sponge, towel, hands, toothpaste, toothbrush, hairbrush, comb, family, mum, dad, brother, sister, grandma, grandad, stepmum, stepdad.

Early Learning Goals Prime Areas	Learning Intentions and Learning Outcomes	Title	Resources
Physical Development Health and self-care	<p><b>Learning Intention</b> To consider the routines and patterns of a typical day</p> <p><b>Learning Outcomes</b> Understand some areas in which the children can look after themselves e.g. dressing and undressing</p>	<p>Lesson 1 <a href="#">Our Day</a></p>	<p>Glove puppet <a href="#">Our Day pictures</a></p>
Physical Development Health and self-care	<p><b>Learning Intention</b> To understand why hygiene is important</p> <p><b>Learning Outcomes</b> Explain why it is important to keep clean Understand some basic hygiene routines</p>	<p>Lesson 2 <a href="#">Keeping Ourselves Clean</a></p>	<p>Glove puppet Items related to hygiene, e.g. flannel, sponge, towel, toothbrush, toothpaste, shampoo, soap, comb, brush <a href="#">Keeping Clean pictures</a> <i>The Smelly Book</i>, Babette Cole</p> <p><b>Additional Activities</b> Anatomically correct dolls <b>Suggested reading:</b> <i>The Boy Who Hated Toothbrushes</i>, Zehra Hicks</p>
Personal, Social and Emotional Development Making Relationships	<p><b>Learning Intention</b> To recognise that all families are different</p> <p><b>Learning Outcomes</b> Identify different members of the family Understand how members of a family can help each other</p>	<p>Lesson 3 <a href="#">Families</a></p>	<p>The Family Book, Todd Parr <a href="#">Families pictures</a> Paper for drawing pictures</p> <p><b>Additional Activities</b> <b>Suggested reading:</b> <i>All Kinds of Families!</i> Mary Ann Hoberman <i>I'll take you to Mrs Cole</i>, Nigel Gray</p>

## Growing & Caring For Ourselves Key Stage 1

### Scheme of Work

Word Box: Clean, similar, different, family, boy, girl, male, female, private parts, penis, vagina

#### PSHE Programme of Study Core Theme 1: Health and Wellbeing

- the importance of and how to maintain personal hygiene
- about the process of growing from young to old and how people's needs change
- the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls
- about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them

#### Learning Intentions and Learning Outcomes

**Learning Intention**  
To understand some basic hygiene principles  
**Learning Outcomes**  
Know how to keep clean and look after oneself

**Learning Intention**  
To introduce the concept of growing and changing  
**Learning Outcomes**  
Understand that babies become children and then adults  
Know the differences between boy and girl babies

**Learning Intention**  
To explore different types of families and who to ask for help  
**Learning Outcomes**  
Know there are different types of families  
Know which people we can ask for help

#### Lesson Title

Lesson 1  
[Keeping Clean](#)

Lesson 2  
[Growing and Changing](#)

Lesson 3  
[Families and Care](#)

#### Resources

Talking object  
Story bag containing sponge, toothbrush and soap (and a school jumper or shirt if available)  
[Keeping Clean pictures](#)

Talking object  
Story bag containing [Pictures of newborn babies](#)  
[Lifecycle picture cards](#)  
[Lifecycle word cards](#)  
[Lifecycle whiteboard summary](#)

Talking object  
Story bag - containing plaster and skipping rope  
[Families pictures](#)  
The Family Book, Todd Parr

**Additional Activities**  
Suggested reading:  
Happy Families, Allan Ahlberg  
Who's in a Family? Robert Skutch



# Year 2

## Differences

Key Stage 1

### Scheme of Work

Word Box: Similar, different, sex, gender roles, stereotypes, boy, girl, male, female, private parts, penis, vagina

#### PSHE Programme of Study Core Theme 1: Health and Wellbeing

- about the process of growing from young to old and how people's needs change
- the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls

#### Science Attainment Targets

- notice that animals, including humans, have offspring which grow into adults

#### Learning Intentions and Learning Outcomes

**Learning Intention**  
To introduce the concept of male and female and gender stereotypes  
To identify differences between males and females

**Learning Outcomes**  
Understand that some people have fixed ideas about what boys and girls can do  
Describe the difference between male and female babies

**Learning Intention**  
To explore some of the differences between males and females and to understand how this is part of the lifecycle

**Learning Outcomes**  
Describe some differences between male and female animals  
Understand that making a new life needs a male and a female

**Learning Intention**  
To focus on sexual difference and name body parts

**Learning Outcomes**  
Describe the physical differences between males and females  
Name the male and female body parts

#### Lesson Title

Lesson 1  
[Differences: Boys & Girls](#)

Lesson 2  
[Differences: Male and Female](#)

Lesson 3  
[Naming the Body Parts](#)

#### Resources

2 large PE hoops  
[Boy/Girl/Both labels](#)  
Bag of objects and clothing to explore male and female or [Pictures of objects and clothing](#)  
[Clothed Babies picture cards](#)  
[Clothed Babies whiteboard summary](#)  
[Pictures of newborn babies](#)

#### Additional Activities

Recommended reading:  
*Happy Families*, Allan Ahlberg,  
*Princess Smartypants*, Babette Cole  
*William's Doll*, Charlotte Zolotow  
*Amazing Grace*, Mary Hoffman and Caroline Binch

Talking object  
[Pictures of male and female animals](#)  
[Cats and Kittens worksheet](#)  
Anatomically correct toy farm animals  
[www.toysnfun.co.uk](http://www.toysnfun.co.uk)

2 large PE Hoops  
[Hoop labels](#)  
[Body Parts picture cards](#)  
[Female x-ray picture](#)  
[Body Parts worksheet](#)  
**Additional Activities**  
Recommended reading:  
*Cinderella's Bum*, Nicholas Allan  
*Shapesville*, Andy Mills  
*It's OK to be Different*, Todd Parr

## Valuing Difference and Keeping Safe Key Stage 2

### Scheme of Work

**Word Box:** Stereotypes, gender roles, similar, different, male, female, private parts, penis, testicles, vagina, womb, family, fostering, adoption, relationship

#### PSHE

#### Programme of Study

#### Core Theme 1:

#### Health and Wellbeing

- the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls

- to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong

#### Core Theme 2:

#### Relationships

- to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage
- to judge what kind of physical contact is acceptable or unacceptable and how to respond

#### Learning Intentions and Learning Outcomes

##### Learning Intention

To explore the differences between males and females and to name the body parts

##### Learning Outcomes

Know some differences and similarities between males and females

Name male and female body parts using agreed words

##### Learning Intention

To consider touch and to know that a person has the right to say what they like and dislike

##### Learning Outcomes

Identify different types of touch that people like and do not like

Understand personal space

Talk about ways of dealing with unwanted touch

##### Learning Intention

To explore different types of families and who to go to for help and support

##### Learning Outcomes

Understand that all families are different and have different family members

Identify who to go to for help and support

#### Lesson Title

##### Lesson 1

[Differences: Male and Female](#)

##### Lesson 2

[Personal Space](#)

##### Lesson 3

[Family Differences](#)

#### Resources

[Clothed Babies picture cards](#)

[Pictures of male and female bodies](#)

[Male and female matching cards](#)

##### Additional Activities

*Cinderella's Bum*, Nicholas Allan

*Shapesville*, Andy Mills

*Let's Grow with Nisha and Joe*, fpa

[www.fpa.org.uk/Shop](http://www.fpa.org.uk/Shop)

A bag of textured objects to touch, for example sandpaper, cotton wool, play dough, silky material, a pebble etc.

[Year 3 Problem Pages](#)

[Families pictures](#)

[Who can I talk to? worksheet](#)

*The Family Book*, Todd Parr

##### Additional Activities

*Tell Me Again About The Night I Was Born*, Jamie Lee Curtis

*Who's in a Family?* Robert Skutch

*Happy Families*, Allan Ahlberg

*Spark Learns to Fly*, Judith Foxon

*Stranger Danger*, Anne Fine



### Scheme of Work

**Word Box:** Puberty, lifecycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotional, feelings

#### PSHE

#### Programme of Study Core Theme 1: Health and Wellbeing

- how their body will, and emotions may, change as they approach and move through puberty
- to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them
- about human reproduction

#### Science Attainment Targets

- describe the changes as humans develop to old age

#### Learning Intentions and Learning Outcomes

**Learning Intention**  
To explore the human lifecycle

**Learning Outcomes**  
Describe the main stages of the human lifecycle  
Describe the body changes that happen when a child grows up

#### Lesson Title

Lesson 1  
[Growing and Changing](#)

#### Resources

[Lifecycle pictures](#)  
[Lifecycle word cards](#)  
[What has changed? worksheet](#)  
[Lifecycle Quiz slides](#)  
[Lifecycle Quiz answers](#)

**Additional Activities**  
[Babies and Children worksheet](#)

**Learning Intention**  
To identify some basic facts about puberty

**Learning Outcomes**  
Discuss male and female body parts using agreed words  
Know some of the changes which happen to the body during puberty

Lesson 2  
[What is Puberty?](#)

[Body Part Bingo cards](#)  
[Bingo Flash cards](#)  
[Body Changes pictures](#)  
[Our Bodies worksheet](#)

**Learning Intention**  
To explore how puberty is linked to reproduction

**Learning Outcomes**  
Know about the physical and emotional changes that happen in puberty  
Understand that children change into adults so that they are able to reproduce

Lesson 3  
[Puberty Changes and Reproduction](#)

Story bag items (see lesson plan)  
Book: *Hair in Funny Places*, Babette Cole  
[Body Changes worksheet](#)

**Additional Activities**  
Suggested reading:  
*Where Willy Went*, Nicholas Allan  
*Amazing You!* Gail Saltz  
[http://www.bbc.co.uk/science/humanbody/body\\_interactives/lifecycle/teenagers/](http://www.bbc.co.uk/science/humanbody/body_interactives/lifecycle/teenagers/)

# Year 5

## Puberty

Key Stage 2

### Scheme of Work

**Word Box:** Puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, sexual feelings.

#### PSHE Programme of Study Core Theme 1: Health and Wellbeing

- how their body will, and emotions may, change as they approach and move through puberty

- to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them

#### Core Theme 2: Relationships

- to feel confident to raise their own concerns, to recognise and care about other people's feelings

#### Science Attainment Targets

- describe the changes as humans develop to old age

#### Learning Intentions and Learning Outcomes

##### Learning Intention

To explore the emotional and physical changes occurring in puberty

##### Learning Outcomes

Explain the main physical and emotional changes that happen during puberty  
Ask questions about puberty with confidence

##### Learning Intention

To understand male and female puberty changes in more detail

##### Learning Outcomes

Understand how puberty affects the reproductive organs  
Describe how to manage physical and emotional changes

##### Learning Intention

To explore the impact of puberty on the body & the importance of hygiene

To explore ways to get support during puberty

##### Learning Outcomes

Explain how to keep clean during puberty  
Explain how emotions change during puberty  
Know how to get support and help during puberty

#### Lesson Title

##### Lesson 1

[Talking About Puberty](#)

##### Lesson 2

[Male and Female Changes](#)

##### Lesson 3

[Puberty and Hygiene](#)

#### Resources

[Puberty Changes Teacher Guide](#)

[Pictures of male and female reproductive organs](#)

[Anonymous questions template](#)

##### Additional Activities

Changes DVD: All About Us: Living and Growing, Alternative, Unit 2, Programme 4, <http://www.channel4learning.com/>  
Sheets of flipchart paper for body outlines

[Pictures of male and female reproductive organs](#)

[Puberty Changes Teacher Guide](#)

Menstrual cycle animation

[Male pictures](#)

[Puberty Card Game](#)

[Puberty Card Game answer sheet](#)

[Puberty Card Game whiteboard summary](#)

Model materials: spaghetti(fallopian tubes) and poppy seeds (eggs)

Selection of sanitary wear (tampons, sanitary towels, panty liners)

Anonymous questions from Lesson 1

##### Additional Activities

[www.bbc.co.uk/science/humanbody](http://www.bbc.co.uk/science/humanbody)

[What is the Menstrual Cycle? cards](#)

[What is the Menstrual Cycle? whiteboard summary](#)

[The Menstruation Card Game for Girls and Answers](#)

[Menstruation Card Game whiteboard summary](#)

Kim's Game items and a cloth to cover them (see lesson plan)

[Kim's Game Teacher Guide](#)

[Year 5 Puberty Problem Page](#)

[Year 5 Puberty Problem Page cut-outs](#)

[Problem Page Teacher Guide](#)

Anonymous questions from Lesson 1

##### Additional Activities

[Puberty Bingo](#)



## Puberty, Relationships and Reproduction Key Stage 2

### Scheme of Work

**Word Box:** Womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy, communication, personal/private information, internet safety.

#### PSHE Programme of Study Core Theme 1: Health and Wellbeing

- how their body will, and emotions may, change as they approach and move through puberty
- about human reproduction
- the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others

#### Core theme 2: Relationships

- to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage
- to recognise what constitutes positive healthy relationships and develop the skills to form them

#### Learning Intentions and Learning Outcomes

##### Learning Intention

To consider puberty and reproduction

##### Learning Outcomes

Describe how and why the body changes during puberty in preparation for reproduction  
Talk about puberty and reproduction with confidence

##### Learning Intention

Consider physical & emotional behaviour in relationships

##### Learning Outcomes

Discuss different types of adult relationships with confidence  
Know what form of touching is appropriate

##### Learning Intention

To explore the process of conception and pregnancy

##### Learning Outcomes

Describe the decisions that have to be made before having a baby  
Know some basic facts about pregnancy and conception

##### Learning Intention

To explore positive and negative ways of communicating in a relationship

##### Learning Outcomes

To have considered when it is appropriate to share personal/private information in a relationship  
To know how and where to get support if an online relationship goes wrong

#### Lesson Title

##### Lesson 1

[Puberty and Reproduction](#)

##### Lesson 2

[Understanding Relationships](#)

##### Lesson 3

[Conception and Pregnancy](#)

##### Lesson 4

[Communicating in Relationships](#)

#### Resources

[Puberty Changes Teacher Guide](#)

[Puberty Body Part cards](#)

[Reproduction question sheet](#)

[Reproduction answer cards](#)

[Reproduction whiteboard summary](#)

##### Additional Activities

[Year 6 Puberty Problem Page](#)

[Year 6 Puberty Problem Page Cut-outs](#)

[Year 6 Puberty Problem Page Teacher Guide](#)

[Relationship pictures](#)

Squares of paper/sticky notes

[Anonymous Questions template](#)

##### Additional Activities

How Babies are Made DVD programme: All About Us: Living and Growing Alternative, Unit 3 Programme 7. <http://www.channel4learning.com/>

[How Does A Baby Start? cards](#)

[How Does A Baby Start? whiteboard summary](#)

Anonymous Questions from previous lesson

##### Additional Activities

[Conception and Pregnancy statements](#)

[Conception and Pregnancy Quiz](#)

[Conception and Pregnancy Quiz Answers](#)

[Pictures of male and female reproductive organs](#)

Model materials: dried spaghetti (fallopian tubes) and poppy seeds (eggs)

[Relationship Question cards](#)

[Communication Scenario Cards](#)

[Communication Scenarios answers](#)

[Communication Scenarios whiteboard summary](#)

##### Additional Activities

Film clip from [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)



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			



