



# **The Federation of Spixworth Schools**

## **Relationships and Sex Education Policy (RSE)**

Agreed by Governing Body: Spring 2024

To be reviewed: Spring 2027

Individual Governor approval: Curriculum Governor

## **Intent**

### Overall curriculum rationale

This document is a statement of the aims, principles and strategies used for the development of the curriculum undertaken within The Federation of Spixworth Schools. This policy promotes best practice and establishes consistency in teaching and learning across the federation. It also takes into account the diversity of our learners, providing equality of opportunity for all, alongside varied learning experiences that lead to a consistently high level of pupil attitude and achievement in Relationships and Sex Education.

### Relationship and Sex Education (RSE) Statement

Both Schools offer a broad and balanced curriculum that aims to meet the needs of every child and provide the opportunity for children to achieve their full potential in all areas of their development. This includes promoting the spiritual, moral, social and cultural development of our pupils and preparing them for the opportunities, responsibilities and experiences of later life. RSE is lifelong learning about physical, moral and emotional development and the understanding of the importance of loving and caring relationships. RSE is linked to our Personal, Social, Health and Economic Education (PSHE) curriculum.

This policy will be reviewed every three years, or sooner if the RSE curriculum is amended, in response to emerging themes, changing pupil needs or the introduction of new legislation and guidance.

Parents will be informed about the policy through RSE consultation events, referencing in the school's prospectus and links on the schools' respective websites. If a hard-copy of the document is required either school will be happy to provide this upon request. The school will work with parents requiring the policy in an alternative format, ensuring equitable accessibility for all.

### Legal Framework

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

- DfE (2024) The Statutory Framework for the Early Years Foundation Stage (EYFS)
- DfE (2013) National Curriculum in England: RSE/PSHE programmes of study: key stages 1 and 2
- Section 80A of the Education Act 2002
- Equality Act 2010
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2023) 'Keeping children safe in education 2023'

This policy operates in conjunction with the following school policies:

- PSHE Policy

- Safeguarding Policy
- Relationships and Behaviour Policy
- Anti-bullying Policy
- Cyberbullying Policy
- Online Safety Policy
- ICT Acceptable Use Policies for Pupils and Adults
- Code of Conduct for Staff and Pupils
- SEND Policy
- Equal Opportunity Policy
- Curriculum Policy



## Aims

The aims of The Federation of Spixworth Schools RSE curriculum are to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour.

The objectives of RSE are:

- To provide the knowledge and information at an age appropriate level.
- To raise pupils' self-esteem and confidence, especially in their relationships with others.
- To help pupils to develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide an inclusive learning environment which is safe and empowering for everyone
- To provide the confidence to be participating members of society and to value themselves and others.
- To develop skills for a healthy and safe lifestyle.
- To respect and care for their bodies.
- To teach non-biased, accurate and factual information that is positively inclusive.
- To develop character skills supporting healthy and safe relationships, ensuring comfortable communication about emotions, bodies and relationships using appropriate terminology.
- To promote critical awareness of differing attitudes and views presented through society, the media and peers to enable the nurturing of personal values based on respect.
- To provide protection from shock or guilt.
- To actively involve pupils as evaluators to ensure relevance.
- To ensure pupils are informed of their rights, including the legal framework and how to access confidential help to keep themselves and others safe.

## Implementation

### Values Framework

All those who teach aspects of RSE within school will be guided by the following values which work in conjunction with our Federation vision. The teaching of RSE will encourage pupils to:

- Value and respect themselves
- Value and respect others
- Value and respect differences in people's religion, culture, sexual orientation, physical and mental ability and social background.



### EYFS Educational Programme

Taken from the Statutory Framework for the early years foundation stage January 2024 - Personal, Social and Emotional Development (PSED):

Children's personal, social and emotional development is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Aspects of Physical Development and Understanding of the World in the Statutory Framework for the Early Years January 2024 are relevant too:

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives... Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being...

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

EYFS Early Learning Goals:

#### Personal, Social and Emotional Development

*Self-Regulation* - Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

*Managing Self* - Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

*Building Relationships* - Children at the expected level of development will:

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

### Physical Development

*Gross Motor Skills* - Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

*Fine Motor Skills* - Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

### Understanding the World

*People, Culture and Communities* - Children at the expected level of development will:

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

*The Natural World* - Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.

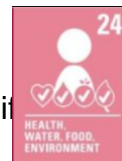
### Key Stage One – Science - Statutory Requirements

Year 1 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 each sense.

Year 2 pupils should be taught to:

- Notice that animals, including humans, have offspring which grow into adults.
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.



### Lower Key Stage Two (Years 3 and 4)

- Statutory requirements are not related to RSE objectives.

### Upper Key Stage Two (Years 5 and 6) – Science - Statutory Requirements

Year 5 pupils should be taught to:

- Describe the changes as humans develop to old age.
- Describe the life process of reproduction in some plants and animals.

Year 6 Pupils should be taught to:

- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

### Curriculum Delivery

Opportunities for learning about RSE can present themselves at any time in a school environment, and it is important that children feel they can discuss issues openly with staff with no judgment. Notwithstanding, there are also specific topics of RSE that fall within other subjects:

- RSE is further taught as part of Personal, Social and Emotional Development (PSED), Understanding the World and RE in the EYFS.
- Throughout KS1 and KS2, RSE is further discussed within the PSHE Education programme.
- Biological aspects of RSE are taught within the Science curriculum.
- Some moral aspects are explored within RE and PSHE Education.
- In addition to timetabled lessons, bespoke lessons are taught and revisited to match the needs of individual classes.

### Terminology

- OFSTED guidance recommends that it is important for children to learn the language associated with body parts. Teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people. Scientific language for body parts will be gradually introduced from Year 1. This removal of the stigma which sometimes surrounds naming our body anatomically protects children, enabling them to discuss any concerns with doctors and safeguarding professionals as needed.

### Teaching and Learning Approaches

RSE themes covered each year from Year 1 upwards:

- My feelings
- My Body
- My relationships
- My beliefs
- My rights and responsibilities (referencing UN Rights Respecting Schools)
- Asking for help

RSE is taught using a range of teaching methodologies including: story-telling, drama, discussions, individual private reflection, quizzes, fact finding, value spectrums, debating, independent research and artistic presentations. This wide range of teaching strategies promotes engagement by all pupils and incorporates different learning styles. Distancing techniques, such as the use of characters within RSE, supports pupils to share and relate at a distance, and helps to bridge topics that some may find embarrassing. This strategy makes RSE accessible and breaks down barriers, such as cultural beliefs that certain topics are taboo. The schools' responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to curriculum content, teaching methodologies and supporting resources.

As a school we use two NSPCC programmes to support pupils to talk about how to keep their own bodies safe. We use the 'Talk Pants' programme to help children understand their body belongs to them, and they should tell a safe adult they trust if anything makes them feel upset or worried, this helps children to understand that they have a right to say no and if they need to speak out about something, someone will listen. The second programme we use, more commonly with upper key stage 2, is 'Talk Out, Stay Safe', this helps children to understand:

- That abuse in all its forms and how to recognise the signs of abuse.
- That abuse is never a child's fault and they have the right to be safe.
- Where to get help and the sources of help available to them, including the NSPCC's [Childline service](#).

At our schools, we actively celebrate the diversity of our pupils, their families and the wider community. RSE is taught in our Federation of schools using a non-judgemental, unbiased and fully inclusive approach through clear, impartial, scientific information as well as covering the curriculum as dictated by law. Through consultation, continual assessment and regular reviews, we ensure that we continually recognise and respect pupils' different abilities, levels of maturity and personal circumstances including gender identity, faith or culture and that of their family, friends and the wider community.

During lessons pupils will be provided with an opportunity to ask questions as a class and can also ask anonymous questions through the use of an 'ask it basket' in KS2, Worry Monsters and question boxes in KS1 (or similar class system designed to protect anonymity \*unless it contravenes with safeguarding practices.

At the end of every lesson, teachers will signpost pupils to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided.

This will ensure the staff can be responsive to pupils' pastoral needs, and safeguarding arrangements can be actioned efficiently if required. If the school has any reason to believe a pupil is at risk of harm, staff are required to respond in accordance with the schools' safeguarding policy.

RSE is most effective when it is taught in collaboration with home. The school will provide support to parents and carers through regular written communications and updates, parent teacher meetings, parent forums and bespoke communication based on need. Both schools operate an open-door policy, enabling parents to discuss all concerns at relevant times throughout the school year.

#### Dealing with Difficult Questions

Staff will answer questions as fully as is age and stage-appropriate, based on the level of knowledge demonstrated by pupils during the lesson. Staff may ask a pupil to wait for a response to a question if they need time to consult with a colleague, or the school leadership team, to ensure an appropriate answer is given. Staff can refuse to answer a question that they feel is inappropriate. Staff will not answer personal questions about their own body, personal circumstances or lifestyle choices. If a member of staff does not answer a question, the pupil will have the reasons for this decision clearly explained to them. The staff member will work with the pupil, and their family, to identify suitable sources of information, where they can safely obtain an answer to their question.

The following ground rules should be adhered to:

- All pupils will be listened to and respected when opinions are passed.
- Staff must be aware of different backgrounds, religious and cultural differences.

### Equal Opportunities

It is important to ensure that all pupils are given equality of opportunity and access to RSE within the curriculum. The Federation will ensure that provision meets the needs of all children respecting pupils' different abilities, level of maturity and personal circumstances, for example faith, culture, sexual orientation, and gender identity. Differentiation in terms of learning objectives, tasks, teaching methods and resources will be planned for children with identified needs.

### Safeguarding / Confidentiality

Staff need to be aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, may lead to a disclosure of information which may be of concern. If staff have any reason to believe a pupil is at risk, they will speak to the Designated Safeguarding Lead and follow the school's safeguarding procedures. A member of staff will not promise confidentiality if concerns exist.

### Planning Expectations

Teachers are expected to follow the objectives outlined in the RSE and PSHE Education medium term plans ensuring they are teaching to year group expectations and not combining for mixed year classes.

### Equipment and Resources

Children may record relevant work in either their PSHE Education or Science books.

### Cross Curriculum Links

This subject area overlaps significantly with Science and PSHE Education. It further links to our school values and Rights Respecting values.

## **Impact**

### Assessment and Reporting

- Assessment will be carried out in various, informal methods, including the following:
  - Talking to pupils and asking questions
  - Discussing pupils' work with them
  - Marking work against the learning objectives
  - Observing practical tasks and activities
  - Pupils' self-evaluation of their work
  - Evidence of learning on Tapestry (EYFS/KS1)
  - Overall attitude and behaviour in school
  - Monitoring of the overall culture in school
- Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding and informs their immediate lesson planning.
- Each year parents will be provided with a written report about their child's progress and within this report reference will be made to their child's attitudes to learning and relationships overall.
- Pupils with SEND will be monitored by the SENCO, and the appropriate support will be put in place where applicable.

### Staff Training

All staff and volunteers take part in annual safeguarding training which includes PREVENT and FGM prevention training.



### Monitoring and Evaluation

- This policy will be reviewed on an annual basis by the PHSE Education and RSE subject leader in conjunction with the SLT.
- The PHSE Education and RSE subject leader will monitor teaching and learning in the subject at the school, ensuring that the content of the national curriculum and DfE expectations are covered across all phases of a pupils' education.
- The next scheduled review date for this policy is Spring 2027.

### Roles and Responsibilities

The Role of the Governing Body and Executive Head teacher is to:

- Approve and monitor the content of this policy.
- Liaise with the Executive Head, Heads of Schools, subject leaders and teachers with regards to pupil progress and attainment.
- Nominate a Governor to have specific responsibility for Curriculum including oversight, support and challenge
- Ensure the curriculum is inclusive and accessible to all.

The Role of the Head of School and Curriculum Leader is to:

- Devise long and medium term plans for the curriculum in collaboration with teachers, subject leaders and other members of the SLT.
- Communicate the agreed curriculum to the governing board on an annual basis.
- Ensure the curriculum is inclusive and accessible to all on a day-to-day basis.
- Assist teachers and subject leaders with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensure the curriculum is implemented consistently throughout the school, ensuring any difficulties are addressed and mitigated as soon as possible.

The Role of the Subject Leader is to:

- Provide a strategic lead and direction, ensuring appropriate coverage of the curriculum.
- Keep up to date with developments in subject, at both national and local levels.
- Lead sustainable improvement through supporting colleagues and others.
- Monitor pupil progress.
- Provide efficient resource management.
- Review the way subjects are taught in the school and plan for improvement linking to whole school priorities.
- Ensure the School Improvement Plan priorities are monitored and consistently met.
- Monitor how their subjects are taught ensuring that appropriate teaching strategies are used.
- Reviewing curriculum plans for their key areas ensuring there is full coverage of the National Curriculum and that progression is planned for.
- Accurately judge standards within their subjects so they indicate the achievements of children at each key stage and indicate expectations of attainment.

The Role of the Class Teacher is to:

- Demonstrate a high level of knowledge of each subject they teach.
- Plan lessons with clear learning objectives that pupils understand.
- Demonstrate an enthusiasm for all themes and subjects.
- Know children as individuals, tailoring reaching to their needs.
- Identify barriers to learning and put strategies in place to overcome them.
- Build and maintain relationships with parents.
- Be able to accurately advise parents on how to further support their children at home.

- Reporting to parents on their child's progress across all areas of learning and development.
- To be an advocate of all learning to all learners.
- Be willing to be a learner as well as a teacher.
- Take on the responsibility for leading on a subject area.
- Act as a support partner for all other curriculum areas.
- Challenge and inspire pupils, expecting the most of them.
- Use a variety of methods to enable all pupils to learn effectively and will manage pupils well, insisting on high standards of behaviour at all times.
- Use time, support staff and other resources effectively.
- Use dialogue with pupils about their progress and their next steps.
- Reflect on their personal strengths and weaknesses and to be proactive to plan their own professional development needs

The Role of the SENCO is to:

- Collaborate with the Executive Head, Head of School, Curriculum Leader and teachers to ensure the curriculum is accessible to all.
- Ensure teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carry out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaise with external agencies where necessary to ensure pupils who require additional support receive it.

#### Review

- This policy is reviewed every 3 years by the SLT and the governor responsible for Curriculum.
- Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.

## **Appendix 1 – Sample of annual letter to parents describing our overall RSE curriculum and associated summaries**

Dear parents and carers,

Our school prides itself on delivering effective, age-appropriate relationships and sex education (RSE) and personal, social, health and economic education (PSHE) that meets the needs of all our pupils within an inclusive and supportive learning environment; using non-biased resources. RSE and PSHE Education is taught by experienced and skilled teaching staff who are committed to preparing your child to live and learn safely in the modern world, negotiating the transition into increasing independence with the development of knowledge, values and skills to make positive, healthy and safe choices.

RSE and PSHE Education are delivered as a 'spiralling' curriculum that enables pupils to build on their prior learning by revisiting some themes to further develop knowledge, values and skills in an age and stage-appropriate manner. As such, some themes are repeated to enable a deeper exploration of the related issues.

We would like to take this opportunity to reassure you that none of the teaching materials or strategies should shock pupils. All lessons will be taught in a strictly non-judgmental and non-biased manner, to allow your child the opportunity to consider the information and develop their own values, attitudes and opinions about the topic. We would encourage you to discuss your child's relationships and sex education with them at home. This is an opportunity for you to share your family values in relation to the topics,

If you would like more information about our programme of RSE and PSHE Education, please familiarise yourself with the RSE and PSHE Education policies found on the school website.

Please also find attached to this letter a curriculum summary and some 'top tips for talking to your child'.

Please contact the school if you would like to discuss your child's PSHE and RSE education on an individual basis, or if you have questions about the PSHE and RSE curriculum.

Yours sincerely,

 and N.S.Owen .

Mrs Heley and Miss Owen  
RSE and PHSE Education Leader and Curriculum Leader

## Reception

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings.	Pupils know the importance of basic personal hygiene and understand how to maintain basic personal hygiene.	Pupils understand that there are similarities and differences between everyone and can celebrate this.	Pupils can recognise what they like and dislike and feel empowered to make real, informed choices.	Pupils understand the concept of privacy, including the right to keep things private and the right another person has to privacy.	Pupils can identify the special people in their lives, what makes them special and how special people care for one another.

Key vocabulary taught:

Clean, similar, different, family, boy, girl, male, female, body part, safe, comfortable, uncomfortable, feelings, hygiene, same, similar, different, like, dislike, difficult, private, special, fair, unfair, sharing, caring, consequence, help, rules, kind, gentle.

## Year One

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils are able to communicate about feelings, to recognise how others show feelings and know how to respond.	Pupils can correctly name the main parts of the body, including external genitalia using scientific terms.	Pupils understand the importance of listening to other people, to play and work collaboratively including strategies to resolve simple arguments through negotiation.	Pupils can identify and respect the differences and similarities between people.	Pupils understand how some diseases are spread, including the right to be protected from diseases and the responsibility to protect others.	Pupils can identify the people who look after them, who to go to if they are worried and how to attract their attention.

Key vocabulary taught:

Clean, similar, different, family, boy, girl, male, female, body part, emotions, feelings, vulva, penis, communication, disease, bacteria, problem, help, empathy, fairness, identity, belonging, agreement, disagreement, conflict, resolution, problem solving, rights, responsibility, decision, views (i.e. different views to their own).

## Year Two

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can recognise and celebrate their strengths and achievements and set simple but challenging goals.	Pupils can recognise how they grow and will change as they become older.	Pupils can recognise different types of teasing and bullying, understanding that these are wrong and unacceptable.	Pupils can identify the ways in which people and families are unique, understanding there has never been and will never be another one of them.	Pupils understand the can judge what kind of physical contact is acceptable, comfortable and uncomfortable and how to respond.	Pupils know the difference between secrets and surprises and the importance of not keeping a secret that make them feel uncomfortable, worried or afraid.

Key vocabulary taught:

Similar, different, boy, girl, male, female, body part, self-esteem, vagina, bullying, unique, personal space, privacy, secret, surprise, empathy, fairness, identity, belonging, agreement, disagreement, conflict, resolution, problem solving, rights, responsibility, decision, views (i.e. different views to their own).

### Year Three

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can identify their personal strengths and set aspirational goals for themselves, understanding how this contributes to and builds self-esteem.	Pupils know how their body may change as they grow and develop, how to care for their body and celebrate their uniqueness.	Pupils can recognise a wide range of relationships, including attributes of positive, healthy relationships.	Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy, or one way to be a girl.	Pupils understand the right to protect their body from unwanted touch.	Pupils can identify the difference between secrets and surprise, knowing when it is right to break a confidence and share a secret.

Key vocabulary taught:

Stereotypes, gender roles, similar, different, male, female, body part, penis, vagina, vulva, testicles, aspiration, compliment, self-esteem, hygiene, relationship, diversity, culture, society, equality, contribution, rights and responsibilities, racism, sexism, stereotype, discrimination, prejudice, challenge, conflict, resolve (in relation to conflict), prevent (in relation to conflict), solution (in relation to conflict), rule/law, empathy, impact, bias/opinion.

### Year Four

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can recognise and respond to a wide range of emotions in themselves and others and know ways to respond.	Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty.	Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond.	Pupils recognise differences and similarities between people arise from a number of factors including family types and personal identity.	Pupils know marriage is a commitment freely entered into by both people, and that no one should marry if they don't absolutely want to or are making the decision freely for themselves.	Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help.

Key vocabulary taught:

Stereotypes, gender roles, similar, different, male, female, penis, vagina, puberty, period, pregnancy, emotions, empathy, foetus, public, private, identity, marriage, arranged marriage, forced marriage, peer pressure, diversity, culture, society, equality, contribution, rights and responsibilities, racism, sexism, stereotype, discrimination, prejudice, challenge, conflict, resolve (in relation to conflict), prevent (in relation to conflict), solution (in relation to conflict), rule/law, empathy, impact, bias/opinion.

## Year Five

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can anticipate how their emotions may change as they approach and/or move through puberty.	Pupils can anticipate how their body may change as they approach and/or move through puberty.	Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships.	Pupils know the correct terms associated with gender identity and sexual orientation, and the unacceptability of homophobic and transphobic bullying.	Pupils have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared easily and without their permission.	Pupils have considered how to manage accidental exposure to explicit images, and upsetting online material, including who to talk to about what they have seen.

### Key vocabulary taught:

Stereotypes, gender roles, similar, different, male, female, penis, vagina, period, puberty, hormones, penis, erection, wet dream, sex, intersex, transgender, gay, lesbians, personal information, online, diversity, culture, society, equality, contribution, rights and responsibilities, racism, sexism, stereotype, discrimination, prejudice, challenge, conflict, resolve (in relation to conflict), prevent (in relation to conflict), solution (in relation to conflict), rule/law, empathy, impact, bias/opinion.

## Year Six

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can recognise how images in the media, including online do not always reflect reality and can affect how people feel about themselves.	Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct, scientific terms to describe the male and female organs.	Pupils realise the nature and consequences of discrimination, including the use of prejudicial based language.	Pupils know some cultural practices are against British law and universal human rights, including female genital mutilation (FGM).	Pupils have an awareness that infections can be shared during sexual intercourse, and that a condom can help to prevent this.	Pupils develop the confidence and skills to know when, who and how to ask for help independently or with support.

### Key vocabulary taught:

Stereotypes, gender roles, similar, different, male, female, penis, vagina, period, puberty, risk, challenge, decision, body image, sexual intercourse, conception, homophobic, biphobia, transphobic, vulva, clitoris, circumcision, female genital mutilation, infection, sexually transmitted infection, condom, problems, support, help, trust, diversity, culture, society, equality, contribution, rights and responsibilities, racism, sexism, stereotype, discrimination, prejudice, challenge, conflict, resolve (in relation to conflict), prevent (in relation to conflict), solution (in relation to conflict), rule/law, empathy, impact, bias/opinion.



## Top tips for talking to your child ...

Talking to your child about their feelings, relationships and changing body is important. Building good channels of communication throughout childhood can help your child to communicate with you as future issues of increasing seriousness arise.

Your child needs to know that it is ok to talk, and that you are happy to talk. They will learn this through your body language, tone and manner when you talk so try to behave as you would in any topic of conversation.

Below are simple strategies to make talking about feelings, relationships and the body more comfortable:

- ✓ Start by talking about something that you both find comfortable, such as feelings and emotions.
- ✓ Ask your child what they think/know about the topic, as this provides a way to talk about your child's views indirectly.
- ✓ Avoid 'The Chat'. Talk about these topics little and often over everyday events like playing, drawing, whilst driving in the car or watching TV. This can help to normalise the conversation, easing uncomfortable feelings.
- ✓ Reading a story book containing relevant content is a helpful way to stimulate discussion with your child.
- ✓ Do not leave it too late. Start talking about relevant topics before you feel your child is approaching a level of curiosity about it, so you establish strong channels of communication in readiness.
- ✓ Be prepared to listen. Your child will want to have their voice heard without feeling judged. Feeling listened to encourage your child to talk about issues in the future.
- ✓ If your child asks you a question and you are not sure how to answer, don't panic! Let them know that you will answer it at another time, making sure you remember to. Sometimes a simple answer can provide a sufficient response.
- ✓ Try to listen calmly, even if what they say surprises or concerns you. Remember that it is good that they are comfortable to discuss issues with you. They need to trust you will not respond negatively.

**Make sure your child knows they can always talk to you anytime, about anything.**