



*Durweston CE Primary School*  
*and pre-school*

# ***PHSCRSE***

*(Personal, Health, Social, Citizenship, Relationships and  
Sex Education)*

# ***Policy***

*Feed the mind, nurture the spirit, free the imagination!*

Governors are mindful of their duties under the Equality Act 2010 and have screened this document to ensure compliance with the law

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**Intent**

From September 2020, Relationships and Health Education has been made statutory in primary schools. The teaching of Sex Education remains non-statutory, with the exception of the elements of sex education contained in the national curriculum.

At Durweston, Relationships, Health and Sex Education are part of our PSHCRSE curriculum. This is a planned programme of learning through which children acquire the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens and through which we seek to:

- promote the spiritual, moral, social, cultural, mental and physical development of our children
- prepare them for the opportunities, responsibilities and experiences of later life and
- promote British values

**Equality, Diversity and Inclusion**

Our curriculum is inclusive and meets the needs of all children, including those with special educational needs or disabilities (SEND). We aim to promote gender equality and represent the LGBT+ community. As a church school, we offer a distinctive rationale rooted in Christian belief and practise. Our curriculum acknowledges the worth and dignity of all people, rooted in the belief that we are all divinely created and eternally loved. This offers an ethos that supports our sense of individual and communitarian value, affirms that relationships (including intimate relationships) can and should be life-giving and offers resounding reasons for looking after ourselves and others.

**Relationships Education**

Relationships Education is learning about the many strands of relationships and growing up. This includes family relationships, friendships and relationships with peers and adults, the difference between healthy and unhealthy relationships, the characteristics of positive relationships, relationships online (this is taught as part of our Computing curriculum) and the emotional and physical aspects of growing up.

We believe that schools have an important role in the delivery of a preventative curriculum; teaching children the knowledge and skills and giving them the confidence to stay safe and protecting themselves against all forms of abuse. We provide the children with the skills to recognise abusive behaviour and the understanding that abusive relationships are never acceptable or right.

We provide every child with open, honest, accurate and age appropriate lessons about relationships. We aim to develop our children's knowledge, skills, opinions, strategies and confidence so that they

have the courage to defend what they believe, the compassion to respect the views of others, and the ability to live safely and happily in the modern world.

We value the partnership between school and home, and will aim to provide parents and carers with accurate information about what their child is learning in school.

Through our Relationships Education provision, we aim to provide all pupils with:

- the knowledge and understanding of a variety of relationships
- the ability to identify any concerns they have about a relationship
- coping strategies and an awareness of how and where to seek support
- an understanding of their rights and responsibilities within a range of relationships
- an awareness of the process of growing up and the changes they and others will experience
- an understanding of the characteristics of positive relationships

Relationships education will link to learning in other areas of the curriculum, particularly Health Ed, Sex Ed and Computing.

### **Health Education**

Our Health Ed curriculum aims to give our children the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

Through our Health Education provision, we aim to provide all pupils with:

- Knowledge about their physical wellbeing and how to keep healthy
- An understanding of mental wellbeing including strategies to manage their feelings and how to recognise when they need help
- Knowledge of how to keep themselves safe at home, in familiar and unfamiliar environments and online (as part of our Computing curriculum), and what to do in case of an emergency
- Facts and risks associated with drugs, alcohol and tobacco

### **Sex Education**

All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals. However, whilst it is not statutory to deliver sex education outside of the science curriculum in primary school, the DfE recommends that all primary schools have a sex education programme in place.

At Durweston, we have chosen to teach Sex Education because we believe we can provide a safe environment for children to have a factual and age appropriate introduction to human reproduction and to ask questions related to this topic. Our aim is that our children will:

- Be prepared for the changes that adolescence brings and, drawing on knowledge of the human life cycle set out in the Science curriculum, know how a baby is conceived and born

- Be able to describe the different kinds of loving relationships that exist and discuss the ways that these are viewed in society
- Be able to explain why the Christian belief in the faithfulness of God is a model for human relationships and why the quality of faithfulness may help keep marriages and other long-term committed relationships going over time
- Consider the sensitive nature of this topic, why it can be difficult to discuss and what could be done to improve this

At Durweston, Sex Education is taught within the context both of Health Ed and Relationships Ed and is often referred to as RSE (Relationship and Sex Education).

We do not believe the content of our 'Sex Education' programme to be controversial. It is flexible enough for the school to ensure that the material fits not only our ethos and values, in addition to there being a strong safeguarding element, but also to adapt to our individual cohorts and the needs of individuals within each year group. Puberty is introduced gently in Y4 because some girls may start their periods this early and it is necessary to prepare them for this, so they are not scared or worried. We encourage all parents/carers of girls to keep us informed with regard to individual development, we aim to support our girls in knowing where to go and provide supplies if needed, as they begin their periods. Puberty, conception and childbirth are age-appropriately covered in Y6.

Letters will be sent to all parents prior to the It's My Body and Growing Up Health education units. Any parent who would like more information, can have access to the Schemes of Work.

Special note: Within our school we use the scientific language for the genitals from the outset. The children will be taught that whilst they may call a penis or vagina something else at home, at school we use the proper scientific words.

### **Implementation**

All teachers and teaching assistants will be responsible for delivering the PHSCRSE curriculum. Lessons will be differentiated where appropriate, ensuring all children are able to participate fully. Children will be given the opportunity throughout the units of work to reflect on and evaluate their learning - assessment opportunities are built into every lesson. Ground rules will be established in class and children reminded of these. Special consideration will be given when teaching particularly sensitive content.

Our programme, which is fully in line with the Learning Outcomes and Core themes outlined in the PSHE Association Programme of Study, is designed to incorporate all pupils, and activities will be planned to ensure all are actively involved. We aim to create and maintain a safe environment within which all children feel able to ask questions and discuss issues openly.

Each child in Seahorses, Sharks and Porpoises has a dedicated PHSCRSE book (unlined, pink cover A4+) which is passed up at the end of every year. Dolphins have a floor book. A coverage sheet in the back of these books needs to be updated to show which units have been covered. Work in EYFS is largely oral and not necessarily recorded.

Distancing techniques will be employed in our Relationships Education, meaning that children are able to discuss fictional characters and scenarios, rather than discuss their own lives and experiences.

### EYFS

In the Early Years Foundation Stage, PSHE is referred to as Personal, Social and Emotional Development - PSED. This area of the curriculum is concerned with wellbeing - knowing who you are, where you fit in and feeling good about yourself. It is also about developing respect for others, social competence and a positive disposition to learn. It is a Prime Area of the Early Years Framework and is integral in helping a child develop the skills they need to be a happy and confident child with a set of skills to help deal with their emotions and make friends.

### **Managing difficult questions**

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. We will always consider what is appropriate and inappropriate in a whole-class setting. Teachers will stop full class discussions should pupils begin to reveal personal, private information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the Child Protection and Safeguarding Policy. For any child wishing to discuss something confidential, relating to the lesson content, an opportunity may be provided, but parents will be informed and asked for prior consent. In many circumstances, it is more appropriate for parents/carers to have this discussion with their child. Please note that given ease of access to the internet outside of school, children whose questions go unanswered may turn to inappropriate sources of information. Information found on the internet is often inappropriate to the age or intent of the question.

### **The right to withdraw**

Relationships and health education are both now statutory at primary school and parents do not have the right to withdraw their child from these lessons. As sex education is not statutory at primary level, parents have the right to request to withdraw their child from all or part of the sex education curriculum, other than what must be taught as part of the science curriculum. If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

### **Confidentiality**

Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible. Teachers will, however, alert the headteacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy. Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Child Protection and Safeguarding Policy.

### **Monitoring and review**

The co-ordination of the PHSCRSE curriculum is the responsibility of the PSHCRSE subject leader. Each term, the subject leader will monitor planning to make sure it is following the long-term plan and support colleagues in their art teaching. They will support class teachers in the gathering of samples of work. At the end of the year, they will scrutinize the work sampled and write an action plan based on their findings. Where possible, they will access, share and deliver CPD. The policy will be reviewed on an annual basis, or in light of any changes to statutory guidance, feedback from parents, staff or pupils.

PSHCRSE Subject Leader - Nicola Brooke





Appendix A Planning Overview - **RELATIONSHIPS** **HEALTH AND WELLBEING** **LIVING IN THE WIDER WORLD**

|            | Dolphins  | Year 1,2,3 split                                 | Seahorses  | Sharks   | Year 4,5,6 split                                   | Porpoises  |
|------------|---|--|--|--|--|--|
| Year A     | VIPS KS1<br>Diverse Britain KS1<br>Think Positive KS1   | Safety First KS1 (Y1)<br><br>Growing Up KS1 (Y2) | VIPS LKS2<br>Diverse Britain LKS2<br>Aiming High KS1         | VIPs UKS2<br>Aiming High LKS2<br>Safety First LKS2   | Growing Up LKS2 (Y4)<br><br>It's My Body UKS2 (Y5) | Think Positive UKS2<br>Diverse Britain UKS2<br>Safety First UKS2<br><br>(Aiming High UKS2 Y6 after SATS) |
| Year B     | Be Yourself KS1<br>One World KS1<br>TEAM KS1  | It's My Body KS1 (Y3)                            | Be Yourself/Team LKS2<br>One World LKS2<br>Money Matters KS1 | Think Positive LKS2<br>Money Matters LKS2<br>It's My Body LKS2   | Growing Up UKS2 (Y6)                               | Be Yourself UKS2<br>One World UKS2<br>Team UKS2<br><br>(Money Matters UKS2 Y6 after SATS)                |
| Every Year | <a href="#">Please refer to the Goodness and Mercy materials:</a><br><br>KS1 Relationships Knowledge organiser and Outcome statements<br><br>KS1 Health Knowledge organiser and Outcome statements<br><br>These show how our church school status should inform our PSHCRSE teaching in terms of knowledge and key vocabulary |  |  | <a href="#">Please refer to the Goodness and Mercy materials:</a><br><br>KS2 Relationships Knowledge organiser and Outcome statements<br><br>KS2 Health Knowledge organiser and Outcome statements<br><br>KS2 Sex Education Knowledge organiser, Outcome statements and possible activities<br><br>These show how our church school status should inform our PSHCRSE teaching in terms of knowledge and key vocabulary |  |  |

All units are 6 lessons. For a 6 week period in the summer term, we split into year groups to deliver Sex Ed to individual year groups. There are 2 units for Year 6 to cover in maths lessons post SATS.






## EYFS

|   |  |   |   |  |   |   |
|---|--|---|---|--|---|---|
| <b>Personal,<br/>Social and<br/>Emotional<br/>Development</b> | <b>Being me in my world</b><br>How it feels to belong.<br>Looking at being similar and different.<br>Responsibilities.<br>Kind hands.<br><br>Starting School by Allan Alhberg.<br>Only One Me by Linda Kranz | <b>Celebrating Difference.</b><br>What am I good at?<br>Being different makes me special.<br>Making friends.<br><br>Giraffes can't dance by Giles Andreae<br>In my heart by Jo Witek. | <b>Identifying emotions.</b><br>How do I feel?<br>What happens when I am cross, sad, happy?<br>What makes me happy?<br><br>The Colour Monster by Anna Llenas<br>The Worrysaurus by<br>The Hugasaurus by | <b>Healthy Me.</b><br>Understanding exercise is healthy.<br>Healthy/Unhealthy foods.<br>Sleep.<br>Being clean.<br><br>Eating the Alphabet by Lois Ehlert.<br>Monsters don't eat vegetables by Barbara Hicks. | <b>Relationships.</b><br>Belonging.<br>Friendships.<br>How to treat others.<br>How to be a good friend.<br>Solving problems.<br><br>How full is your bucket? by Carol McCloud.<br>A home for bird by Philip C Stead<br>Lost and Found by Oliver Jeffers | <b>Dreams and Goals.</b><br>Perseverance<br>Setting goals.<br>Achieving goals.<br>Winning and Losing -Sports Day.<br><br>Look how far I've come.<br>Transition to Year One.<br><br>The North Star by Peter H Reynolds.<br>Someday by Eileen Spinelli.<br>Amazing Grace by Mary Hoffman. |
|---|--|---|---|--|---|---|

| KS1 Relationships Education Knowledge Organiser   |  |   |
|---|--|---|
| What should we know?  | Connections  | What should we be able to do?   |
| <ul style="list-style-type: none"> <li>Our school believes that you are loved and welcomed into the family of God.</li> <li>Families are places where people grow and can be safe and are given love.</li> <li>People in my school have different kinds of families who look after them.</li> <li>My school is another kind of family where I am safe and am given love.</li> <li>If I do not feel happy or safe in my home family or school family there is someone to go to for help.</li> <li>Why friendships are good for us.</li> <li>How we can be a good friend.</li> <li>How we can show respect to other people who might be different to us.</li> <li>What bullying is and some of the different ways people bully each other.</li> <li>How to get help if you feel you are being bullied.</li> <li>What is right to keep private and what are bad secrets.</li> <li>That our bodies belong to us and that there is safe and unsafe touching.</li> </ul> <p>How to ask for help if I feel unsafe or feel bad about any adult.</p> |  <p>Families</p>  <p>Friendships</p>  <p>No to bullying</p>  <p>Keeping safe, online and off</p> | <ul style="list-style-type: none"> <li>Talk about our families and the people who give us love (including the school as family and the Christian idea of the Family of God).</li> <li>Talk about how we might show that we enjoy being in our families.</li> <li>Show that we understand that different people have different kinds of families.</li> <li>Know where to go for help if we feel unsafe or unhappy in our family or school.</li> <li>Describe what a good friend is like.</li> <li>Show kindness to someone who is a friend in a way they will like.</li> <li>Describe why it is good to be able to show kindness to someone who is not our friend and try to include them in a game or activity.</li> <li>Describe what bullying is, the different kinds of bullying and why it is hurtful.</li> <li>Know where to go for help if you are bullied.</li> <li>Talk about why it is good to be kind with our words and hands.</li> <li>Talk about how our bodies belong to us.</li> <li>Identify what is safe and unsafe touching.</li> <li>Explain that it is wrong to keep bad secrets and that people should not ask us to do that.</li> <li>Tell a trusted adult if I feel unsafe.</li> </ul> |

| <b>Vocabulary</b>             | <b>Definition</b>   |
|-------------------------------|---|
| Family                        | A group of people living together. Often it is made up of a parent or parents and their child or children |
| Friend                        | A person who you know well and like and who likes you   |
| Bullying                      | Actions that are unkind, frighten or hurt people and make them feel picked on or outside the group        |
| Safety                        | Keeping away from danger or harm  |
| Boundaries                    | Making limits to keep you safe  |
| <b>Theological vocabulary</b> | <b>Definition</b>   |
| Eternal                       | God has always loved us and will never stop loving us   |
| Created                       | We are specially made by God and so is everyone else  |
| Frail                         | All people sometimes make mistakes  |
| Expansive                     | God loves all people and wants us all to grow more into being good and kind to each other                 |
| Worthy                        | Everyone is special and really worth keeping safe   |
| Included                      | No one should be left out or made to feel they are not as lovely as other people                          |
| Forgiven                      | If people say sorry then they should be allowed a fresh start   |
| Faithful                      | It is good for us to keep sticking with our friends and family  |

## KS2 Relationships Education Knowledge Organiser

| What should we know?   | Connections   | What should we be able to do?   |
|--|---|---|
| <ul style="list-style-type: none"> <li>Through the love, care and nurturing of those we live with many people are given security through the gift of family.</li> <li>There are many different types of happy, caring families where children have good childhoods.</li> <li>Marriage is a legal commitment intended to be lifelong.</li> <li>Relationships can bring us joy and give us meaning; are good for us; we learn who we are and how to be less selfish.</li> <li>For most Christians and people of other faiths and beliefs there is often a special ceremony of promises and rituals to mark marriage.</li> <li>If our families or those we live with are making us unhappy or uncomfortable we know how to ask for help.</li> <li>What the characteristics of good friendship are.</li> <li>It is good to be kind in our friendships and to not leave people out or feeling lonely.</li> <li>Friendships have ups and downs and we can learn from these but it is never right to be violent.</li> <li>How to know who to trust in our relationships, how to work out what to do when we are uncomfortable or unhappy, how to solve conflicts and how to seek help.</li> <li>There are different types of bullying, and reasons why people bully others.</li> <li>How not to be a bystander and how to get help.</li> <li>How we can protect ourselves and others from bullying.</li> <li>What stereotypes are and how they can be unfair and hurt people.</li> <li>The importance of asking permission and giving in friendships.</li> <li>How to create safe boundaries around our bodies; knowing what is private and public and what appropriate and inappropriate contact is.</li> <li>How to recognise and report the feeling of being unsafe; having the vocabulary and confidence to go to the right people to get support.</li> </ul> <p style="color: red;">Our school believes that, through all the ups and downs of life, God never stops loving you.</p> | <div style="text-align: center;">  <p>Families</p> </div> <div style="text-align: center;">  <p>Relationships and marriage</p> </div> <div style="text-align: center;">  <p>No to bullying</p> </div> <div style="text-align: center;">  <p>Making good boundaries,<br/>online and off</p> </div> <div style="text-align: center;">  <p>Making and keeping good<br/>friendships</p> </div> | <ul style="list-style-type: none"> <li>Explain why showing gratitude for the love we receive from our friends, family, school etc. can have a healthy impact.</li> <li>Give examples of how respect can be shown to people who come from kinds of families different to our own.</li> <li>Explain how different wedding ceremonies can help people understand the commitment of marriage. <span style="background-color: yellow;">RE</span></li> <li>List the places for help and support when relationships in families, with friends or with strangers make me feel lonely, unhappy, pressured or uncomfortable.</li> <li>Explain why it is important to welcome those people who others might leave out and how to make efforts to understand and enjoy people who are different to you.</li> <li>Describe the key features of a good friendship, talk about the ways to cope when there are fallings out and how someone can make peace again and not resort to violence.</li> <li>Explain how to think of the needs of a friend or family member and how they might make them happy and listen to their choices.</li> <li>Describe what it means to have high expectations in friendships and family; list unacceptable behaviours.</li> <li>Explain how stereotyping and bullying can be damaging.</li> <li>Describe what it means to be an upstander not a bystander when bullying occurs offline and online.</li> <li>Explain how to report bullying and how to support someone who has suffered unkindness.</li> <li>Explain right and wrong touching; show an understanding of what is appropriate behaviour in private and public; explain what a bad secret is and how to get help.</li> <li>Describe resilient behaviour and how to stay hopeful even when relationships are not working.</li> <li>Explain how people can accept forgiveness and say sorry when they are selfish or unkind; explain how people can change their behaviour.</li> </ul> <p>Describe the benefits of enjoying friends and family members and of staying faithful to them over time.</p> |

| <b>Vocabulary</b>             | <b>Definition</b>  |
|-------------------------------|--|
| Relationships                 | A connection between people  |
| Marriage                      | An official bond to mark a union between two people; it can be recognised by law, religion or society                                      |
| Stereotypes                   | Categorising a group of people and simplifying or standardising them as being all the same e.g. "All boys are..." or "All teachers are..." |
| <b>Theological vocabulary</b> | <b>Definition</b>  |
| Eternal                       | God has always loved us and will never stop loving us  |
| Created                       | We are specially made by God and so is everyone else   |
| Frail                         | All people sometimes make mistakes   |
| Expansive                     | God loves all people and wants us all to grow more into being good and kind to each other  |
| Worthy                        | Everyone is special and really worth keeping safe  |
| Included                      | No one should be left out or made to feel they are not as lovely as other people   |
| Forgiven                      | If people say sorry then they should be allowed a fresh start  |
| Faithful                      | It is good for us to keep sticking with our friends and family   |
| Expansive                     | God loves all people and wants us all to grow more into being good and kind to each other  |

## Appendix C - What will my child learn about relationships in Primary School?

## What Will My Child Learn about Relationships in Primary School?

### Guidance for Parents and Carers

As part of a high-quality Personal, Social, Health Education (PSHE) scheme, schools have always aimed to deliver accurate, relevant and age-appropriate information about Relationships – one of the three core strands of PSHE and Citizenship (the other two being Health and Wellbeing and Living in the Wider World).

The term 'relationships' covers all relationships we, as humans, have with others – family members, friends, the relationships children have in school with their peers and members of staff. In a broad sense, Relationships Education encompasses all interactions we have with others.

PSHE and Citizenship, as a whole subject, is not currently a statutory part of the curriculum, yet good schools will endeavour to teach children from a young age all about values, social skills and life skills. Recently, after thorough research and much consideration, the government have decided that the core strand Relationships Education is to become statutory in primary schools and Relationships and Sex Education (RSE) is to become statutory in secondary schools.

Professionals in both the education and the health sector welcome this news as it means that full guidance and resources will be developed to enable schools to teach children about relationships in an engaging, meaningful and age-appropriate manner.

#### What Will Relationships Education in Primary Schools Cover?

Relationships Education will form a part of children's learning about the world around them and how they interact with others. Like all areas of the curriculum, Relationships Education will be taught objectively, without bias. Children will not be taught to question their own gender identity but will become aware that we are all different and that our differences should never be a cause for fear, conflict or disrespect.

In the early years (nursery and reception), children will begin to:

- develop a positive sense of themselves and others;
- form positive relationships with others;
- develop respect for others;
- develop an awareness of similarities and differences between people.

In KS1 (years 1 and 2), children will learn more about topics such as:

- working collaboratively with others;
- being kind and treating others with respect;
- bullying and unkind behaviours;
- understanding their own and others' emotions;
- the importance of families and friends in our lives;
- different family structures.



In KS2 (years 3, 4, 5 and 6), children will build on this and will cover learning on:

- teamwork and shared responsibilities;
- resolving conflicts with others;
- conveying their emotions to others appropriately;
- the different types of relationships people have with others;
- effective communication with others;
- healthy and unhealthy relationships, including all forms of bullying;
- peer pressure and dares.

### **Celebrating Diversity through Relationships Education**

Teaching children about the wonderful differences among humans has always been considered an important message in education. Just as we want to encourage children to celebrate their many different talents, strengths, goals and dreams, we also aim to promote the celebration of diversity among cultures, religions and traditions. Celebrating diversity among family structures and relationships is exactly the same principal and a whole-school approach is vital.

### **An Inclusive Relationships Education**

Schools will have flexibility in determining how they teach and deliver Relationships Education. However, it will be expected that all Relationships units of work used in schools will be inclusive and representative of relationships and family structures in modern Britain and should promote tolerance and acceptance, in line with British values. Ofsted fully support the notion that children should be taught about different families and relationships.

To ensure children with lesbian, gay, bisexual or transgender (LGBT+) family members, as well as those who are beginning to feel they themselves might be LGBT+, feel represented through the school environment and the curriculum, schools will endeavour to use resources that feature a range of families and relationships. This encourages understanding, acceptance and respect of different relationships from a young age.

### **Why is it Important for Relationships Education to be LGBT+ Inclusive?**

'Pupils should be able to understand the world in which they are growing up, which means understanding that some people are LGBT, that this should be respected in British society, and that the law affords them and their relationships recognition and protections. Pupils growing up in families with LGBT members, or who are beginning to understand that they are or may be LGBT themselves, should feel that Relationships Education and RSE is relevant to them. Schools should make decisions about what is appropriate to teach on this subject and when, based on the age and development of their pupils and should involve their parent body in these decisions, informing them clearly and in a timely manner about what and how their pupils will be taught. The government believes that this is the right approach to teaching about LGBT, and as such, this is set out in the guidance and will be made clear to schools through communications and further support they receive to deliver these subjects.'

Relationships Education, Relationships and Sex Education, and Health Education in England – Government Consultation Response, February 2019

### **What Should I Do If I am Concerned about Relationships Education?**

If you have any queries or concerns, the most important thing to do is to contact your child's school and ask to speak to the PSHE lead or a senior member of staff. They will be able to provide specific information on the curriculum and resources they use to teach Relationships Education.

## Appendix D

# Talking to Your Child about Relationships Education

## A Guide for Parents and Carers

Promoting positive attitudes towards their health and wellbeing is an important part of a child's overall education. As part of the Personal, Social, Health and Citizenship Education (PSHCE), your child will be taught about relationships. This is done through a series of units about body parts, growing up, puberty, looking after your body, human reproduction, body image and different relationships and families – all taught at the appropriate stage, using a range of age appropriate resources. Good quality Relationships Education is taught in the context of important life skills and values. For example, respect, trust, love and responsibility support committed, loving relationships.

### Why Is This Important?

Honest, open and factual education about relationships and growing up gives children the opportunity to learn accurate, truthful information in a safe and secure environment. As teachers and parents, we can address any misconceptions children may have gained about these topics from the media or their peers. Children are naturally curious about their bodies and other people. By answering any questions they ask and teaching them the correct scientific vocabulary, you can help them understand their bodies, their feelings and other people's feelings.

Discussing relationships and growing up with children won't encourage them to engage in sexual relationships sooner. Evidence shows that children whose parents talk about puberty, growing up and relationships openly and who receive Relationships Education at school, start having sex at a later stage and are more likely to use contraception.

### Knowing What to Say and When

Gauging what information to give children and at what age to give it can be difficult. Generally, if a child is asking a question, they are ready to receive a truthful answer, so to an extent, you can be led by your child. All children are different, and some are particularly curious, but there are some general guidelines about what children are able to understand at various ages and how to discuss this topic with your child.

- Teaching children about diversity and that there are different families, different relationships and different lifestyles (including LGBT+) from a young age saves difficult questions or confusion when they are older. Children are not born prejudiced, so can easily learn to accept and celebrate differences.
- The scientific names for male and female sex parts ('penis', 'testicles', 'vagina' and 'vulva') can be introduced as soon as a child is naming other body parts.
- Teaching children to respect their own and others' bodies and the privacy and wishes of another person can begin at a very early age; these values are the pre-cursor to engaging in consensual loving relationships.
- A new baby arriving in the family can provide the perfect opportunity to answer questions your child may have or for you to bring the topic up with them.



- Picture books can be a superb way of opening up discussions that might otherwise seem unnatural or embarrassing. There are lots of excellent books available to buy or you could see what is available in the local library.
- It is important that children learn about the changes their body will go through before it happens. Generally, it is good for girls to learn about periods before they are 9 or 10 years of age and for boys to learn about the ways in which their bodies will change before about 11 or 12 years of age.
- Learning about body parts and changes that occur as we grow up does not have to be confined to the gender of the child learning or asking questions. For example, there is no reason why a boy cannot learn about periods and a girl cannot learn about erections.
- If your child asks a question at an inappropriate time, or you are caught off-guard and need time to prepare an answer, simply reply with, 'That's a good question, but I'll answer it a little later,' or, 'We can talk about that in the car, when it's just the two of us.' Make sure you do come back to the topic and that it isn't just forgotten about.

### Frequently Asked Questions and Suggested Responses

#### **'What's that thing?' (as asked by your daughter while you are changing your son's nappy)**

That's called a penis. You don't have one – you have a vulva. It's how you tell the difference between a male and a female.

#### **'Why is my penis getting hard?'**

That happens sometimes but it's normal. It will go soft again soon.

#### **'Why have you got hair down there?'**

That's called pubic hair. Children don't grow hair there until they are older. Men and women grow hair under their arms and between their legs and men also grow hair on their faces.

#### **'How do you make a baby?'**

It takes a special seed, called a sperm, from a daddy and a seed called an egg, from a mummy.

#### **'How do the sperm and the egg get together?'**

The mummy and daddy have to be very close, so the sperm from the daddy's penis can go into the mummy's vagina to meet the egg. The egg will be looked after in the mummy's body and will grow into a baby.

#### **'How does the baby get out of the mummy's tummy?'**

Most babies come out through the mummy's vagina, which is a tube. It can stretch really wide to let the baby out when it is ready to be born.

#### **'Why has \_\_\_\_\_ at my school got two mummies/daddies?'**

All families are different and in \_\_\_\_\_'s family, the two mummies / daddies love each other the way your mummy and daddy love each other. So, they live together and both take care of \_\_\_\_\_.

#### **'Why doesn't \_\_\_\_\_ look like his/her mummy/daddy?'**

All families are different and some children are looked after by parents or carers who are not their biological parents. Some children are fostered or adopted, which means they have parents who love them, who did not give birth to them.

**'Why does \_\_\_\_\_ dress like a girl when he is a boy?' 'Why does \_\_\_\_\_ dress like a boy when she is a girl?'**

Some people's bodies don't match how they feel inside. So, some people with a male body actually feel like a girl inside and some people with a female body actually feel like a boy inside. We are all different and it is important to let other people be who they want to be.

**'What does bisexual mean?'**

Some people find men and women attractive. The gender of who they love is not important - they just love the person for who they are.

**'Why doesn't \_\_\_\_\_ live with their mummy/daddy?'**

Sometimes mummies and daddies fall out of love and decide they do not want to live together anymore. They still love \_\_\_\_\_ very much but they live apart and \_\_\_\_\_ sees them at different times.






**'Can people change their bodies from male to female/female to male?'**

Some people, when they are older, choose to make changes to their bodies so their body matches the way they feel inside.








It is important that children feel they can ask questions and know that they will get an honest answer, without being judged. If a child feels that these topics are wrong or taboo, they will have no one to get the facts from and that is when the information they piece together for themselves can be incomplete, misleading or completely incorrect. Making the subjects of growing up, relationships, LGBT+ and reproduction a normal part of life promotes positive attitudes towards health, wellbeing and relationships.



## Appendix E Health Education Knowledge Organisers






| KS1 Health Education Knowledge Organiser   |   |   |
|--|---|---|
| What should we know?   | Connections   | What should we be able to do?   |
| <ul style="list-style-type: none"> <li>We all have emotions that are usual.</li> <li>Physical exercise and being outdoors and helping other people can make us happy.</li> <li>Taking time to be still, pray or meditate can help us.</li> <li>Having hobbies and interests can be good for us.</li> <li>People who we can turn to for help if we are unhappy or worried.</li> <li>The internet can be a useful and good thing.</li> <li>Spending too much time online or watching screens is not good for us.</li> <li>Sometimes people on the internet can be nasty, lying and unkind.</li> <li>Some games and websites and apps are not right for children to be able to use.</li> </ul> <p>I am special and my school believes I am loved and made by God.</p> |  <p>Good rest, sleep and personal care</p>  <p>Exercise</p>  <p>Healthy food</p>  <p>Screen time; good rules?</p>  <p>Talking about feelings</p> | <ul style="list-style-type: none"> <li>Talk about my emotions, such as when I am happy, sad, angry or afraid and understand when they are helpful.</li> <li>Talk about how to look after myself and make sure I can do exercise, eat healthily, and clean my teeth, rest, and consider ways to ensure I get good sleep. <b>Science</b></li> <li>Talk about why stillness, meditation or prayer can be good for my health.</li> <li>Talk about how to look after my skin in the sun.</li> <li>Keep myself clean and hygienic, and talk about how often I need to wash and clean my teeth.</li> <li>Spend time well with others and can talk about what hobbies and interests are good for me.</li> <li>Keep myself safe on the internet.</li> <li>Show good behaviour towards others on the internet.</li> </ul> <p>Talk about why I am worth looking after and can show understanding of what most Christians believe about why I am worth looking after.</p> |

| <b>Vocabulary</b>             | <b>Definition</b>  |
|-------------------------------|--|
| Emotions                      | Strong feelings such as joy, anger and fear  |
| Exercise                      | Activity done to keep the body or mind strong or to make them stronger                             |
| Hobbies                       | Interests or activities that you do because it makes you happy in your spare time                  |
| Bullying                      | Actions that are unkind, frighten or hurt people and make them feel picked on or outside the group |
| <b>Theological vocabulary</b> | <b>Definition</b>  |
| Created                       | We are wonderful and have been made by God   |
| Dignity                       | As we are all special to God, we should treat ourselves and others as very valuable                |
| Community                     | We are a part of a whole family; anything we do towards each other matters to everyone             |

| KS2 Health Education Knowledge Organiser  |   |   |
|---|---|---|
| What should we know?  | Connections   | What should we be able to do?   |
| <ul style="list-style-type: none"> <li>How to express our feelings and understand how others might be feeling.</li> <li>Our responses to our feelings can affect others.</li> <li>Exercising and being outdoors can make us feel better.</li> <li>How to plan a healthy diet and the risks of a poor one.</li> <li>The facts about smoking alcohol and drug-taking.</li> <li>Basic First Aid, how to make an emergency call and deal with some common injuries.</li> <li>Good sleep, rest and <b>some kind of spiritual practice</b> can help us have good health.</li> <li>Self-care for protection and hygiene are important.</li> <li>Helping others and volunteering or campaigning for a better world is good for us.</li> <li>Making time to be still, <b>pray or meditate</b> can help us.</li> <li>It is good for us to have friends and hobbies.</li> <li>Who we can turn to for help if we are unhappy or worried.</li> <li>How to create good rules that keep us safe online.</li> <li>The ways that people use the internet for bad purposes and how to avoid harm.</li> <li><b>We are all special and my school believes everyone is loved and made by God.</b></li> <li>What puberty is and how bodies change.</li> <li>How to ask for help if I need it..</li> </ul> | <br>Healthy food and self-care<br><br>Exercise, good rest, sleep and personal care<br><br>Screen time: good rules?<br><br>Basic First Aid<br><br>Understanding puberty<br><br>Talking about feelings<br><br>Facts about drugs, alcohol and tobacco | <ul style="list-style-type: none"> <li>Talk about how people can express their emotions such as anger and fear, and manage them so they do not have a negative impact on others.</li> <li>Outline how to spend time well with others and can talk about the importance of hobbies and interests.</li> <li>Describe how to be safe on the internet and explain how to avoid cyberbullies and cyberbullying.</li> <li>List what makes wise choices online and explain why limiting screen time is a good idea.</li> <li><b>Explain why humans are worth looking after and why most Christians believe humans are made by God and so are precious and therefore they should look after the gift they have been given. (Stewardship)</b></li> <li>Describe different kinds of exercise and explain why it is good for your health. <b>PE and Science</b></li> <li>Explain why good sleep and rest are important <b>and why considering some spiritual activity is good for your wellbeing.</b></li> <li>Explain why helping others, volunteering or campaigning for a better world might help my health.</li> <li>Plan a healthy diet and express the dangers of not being careful in choices about food.</li> <li>Explain the facts and laws surrounding alcohol, smoking and drugs. <b>Science</b></li> <li>Explain how to make an emergency call, and demonstrate how to apply basic First Aid - for example, dealing with common injuries including head injuries.</li> <li>Demonstrate how to look after my teeth and my skin in the sun. I can explain why this is important and what happens if people do not do this.</li> <li>Talk about how to practice personal hygiene and can explain why it can be anti-social not to do so.</li> <li>Talk about puberty and how it effects girls and boys, particularly the emotional and physical changes including periods. <b>Science</b></li> <li>Ask the appropriate people for help if I need it.</li> </ul> |

| <b>Vocabulary</b>             | <b>Definition</b>  |
|-------------------------------|--|
| Healthy                       | Being of fit mind and body, being free from sickness   |
| Cyberbullying                 | Bullying that is done by posting hurtful messages on the internet  |
| First Aid                     | Emergency medical help given to a hurt or sick person while waiting for a medical professional   |
| Hygiene                       | The practice of keeping clean to stay healthy and prevent disease  |
| Puberty                       | The time in a person's life when their body changes to allow them to be able to reproduce and have babies when they are ready and if they want to  |
| Menstruation                  | The release of blood and mucus from a woman's uterus, this usually happens in for 4 or 5 days, once a month, from puberty until menopause (when a woman stops being able to reproduce).  |
| <b>Theological vocabulary</b> | <b>Definition</b>  |
| Created                       | Our school believes that we have been created and are carefully and wonderfully made.  |
| Dignity                       | Our school believes that we need to see ourselves and treat others with huge respect as people who are crafted by God.   |
| Worthy                        | Having great value. We are all worthy of being looked after and protected.   |
| Community                     | We are a part of a group and in our relationships, we need to realise we can have an impact on others. We need to try to show kindness and help everyone feel happy and safe. Jesus taught "Love your neighbour as yourself" (Matthew 22:37-39). |
| Frail                         | People are sometimes inclined to make poor choices about their own wellbeing - this is part of being human.  |
| Forgiveness                   | We can start again, if we recognise our bad choices and start afresh. Christians believe God can help you live with more care for yourself and others.   |

## Appendix F Sex Education Knowledge Organiser - only KS2

| KS2 Sex Education Knowledge Organiser  |  |   |
|--|--|---|
| What should we know?   | Connections  | What should we be able to do?   |
| <ul style="list-style-type: none"> <li>Through the love, care and nurturing of those we live with many people are given security through the gift of family.</li> <li>There are many different types of happy, caring families where children have good childhoods.</li> <li>Marriage is a legal commitment intended to be lifelong.</li> <li>Relationships can bring us joy and give us meaning; are good for us; we learn who we are and how to be less selfish.</li> <li>For most Christians and people of other faiths and beliefs there is often a special ceremony of promises and rituals to mark marriage.</li> <li>If our families or those we live with are making us unhappy or uncomfortable we know how to ask for help.</li> <li>What the characteristics of good friendship are.</li> <li>It is good to be kind in our friendships and to not leave people out or feeling lonely.</li> <li>Friendships have ups and downs and we can learn from these but it is never right to be violent.</li> <li>How to know who to trust in our relationships, how to work out what to do when we are uncomfortable or unhappy, how to solve conflicts and how to seek help.</li> <li>There are different types of bullying, and reasons why people bully others.</li> <li>How not to be a bystander and how to get help.</li> <li>How we can protect ourselves and others from bullying.</li> <li>What stereotypes are and how they can be unfair and hurt people.</li> <li>The importance of asking permission and giving in friendships.</li> <li>How to create safe boundaries around our bodies; knowing what is private and public and what appropriate and inappropriate contact is.</li> <li>How to recognise and report the feeling of being unsafe; having the vocabulary and confidence to go to the right people to get support.</li> </ul> <p>Our school believes that, through all the ups and downs of life, God never stops loving you.</p> |  <p>Families</p><br> <p>Relationships and marriage</p><br> <p>No to bullying</p><br> <p>Making good boundaries, online and off</p><br> <p>Making and keeping good friendships</p> | <p>Explain why showing gratitude for the love we receive from our friends, family, school etc. can have a healthy impact.</p> <ul style="list-style-type: none"> <li>Give examples of how respect can be shown to people who come from kinds of families different to our own.</li> <li>Explain how different wedding ceremonies can help people understand the commitment of marriage. (RE)</li> <li>List the places for help and support when relationships in families, with friends online or with strangers make me feel lonely, unhappy, pressured or uncomfortable.</li> <li>Explain why it is important to welcome those people who others might leave out and how to make efforts to understand and enjoy people who are different to you.</li> <li>Describe the key features of a good friendship, talk about the ways to cope when there are fallings out and how someone can make peace again and not resort to violence.</li> <li>Explain how to think of the needs of a friend or family member and how they might make them happy and listen to their choices.</li> <li>Describe what it means to have high expectations in friendships and family; list unacceptable behaviours.</li> <li>Explain how stereotyping and bullying can be damaging.</li> <li>Describe what it means to be an upstander not a bystander when bullying occurs offline and online.</li> <li>Explain how to report bullying and how to support someone who has suffered unkindness.</li> <li>Explain right and wrong touching; show an understanding of what is appropriate behaviour in private and public; explain what a bad secret is and how to get help.</li> <li>Describe resilient behaviour and how to stay hopeful even when relationships are not working.</li> <li>Explain how people can accept forgiveness and say sorry when they are selfish or unkind; explain how people can change their behaviour.</li> <li>Describe the benefits of enjoying friends and family members and of staying faithful to them over time.</li> </ul> |

| Vocabulary             | Definition  |
|------------------------|---|
| Relationships          | A connection between people   |
| Marriage               | An official bond to mark a union between two people; it can be recognised by law, religion or society   |
| Stereotypes            | Categorising a group of people and simplifying or standardising them as being all the same e.g. "All boys are..." or "All teachers are..."  |
| Theological vocabulary | Definition  |
| Eternal                | Our Church school believes that, even though people might let us down or hurt us, God has always loved us and will never stop loving us.  |
| Created                | Everyone is made in the image of God and therefore we should always treat one another as sacred and special, never as a thing or an object.   |
| Frail                  | All people will make mistakes and are capable of disappointing us or worse.   |
| Expansive              | God wants us to work towards wholeness and towards reconciliation with others who let us down and who we let down. God calls us to live more 'holy' or 'God-supported lives'. God created a huge diversity of people and we need to be expansive to learn from and enjoy people even if they are not like us. |
| Worthy                 | All humans are of ultimate worth and precious; we are all worth protecting and keeping safe from harm.  |
| Included               | Good communities include and value us and we should ensure that we don't bully or stereotype anyone else; we will be upstanders when we see bullying of others.   |
| Forgiven               | Our school believes that if we say sorry and stop our harmful behaviour then we may be offered forgiveness. In most cases, it is right to try to forgive others when they harm or upset us.   |
| Faithful               | We should try to maintain our friendships and relationships so we have and can give support and joy through our lives. We should communicate to our friends and family through words and actions that we appreciate the love and care that they offer.  |

## Appendix G All About Puberty - A Guide for Parents and Carers to share with their children

# All About Puberty

## A Guide for Parents and Carers to Share with Their Children

Puberty can be a tricky topic for any family to discuss but it is, nevertheless, an important part of growing up and a subject that children should feel that they can ask about or discuss, without being judged, if they have any queries or concerns.

Some families are naturally very open and are comfortable discussing such topics. Other families are much more private and these sorts of conversations are often avoided by everyone. This document is designed to be shared with your children, if you wish, as a way of engaging in discussion with them about puberty. The document can act as a guide, providing the sorts of questions children might have about puberty along with clear, accurate, honest answers.

Learning about body parts and changes that occur as we grow up does not have to be confined to the gender of the child learning or asking questions, e.g. there is no reason why a boy cannot learn about periods and a girl cannot learn about erections. However, you need to decide, as a family, what feels right and ensure no one is feeling uncomfortable with the topic of conversation.

Puberty is something that every human goes through. The more we normalise talking about it, the less uncomfortable we all become when the topic comes up. If children see that we, as adults, are uncomfortable discussing puberty, it will make them feel that it is a subject to be embarrassed about and one which must never be discussed. However, as we all know, ignorance leads to misconceptions, misunderstandings, an inability to make informed decisions and, sometimes, acquiring knowledge from less trusted or less accurate sources (such as friends, peers, magazines, TV, films or the Internet).

### What Is Puberty?

Puberty is a normal part of growing up for every human and it's important to learn about puberty before it happens so that we know what to expect and who to talk to if we have any questions or concerns.

Puberty is the time when we start to change from being children to becoming adults. Our bodies start to release new hormones (natural chemicals) and these hormones cause changes in our bodies. The changes our bodies go through are similar from person to person but not always exactly the same. That's because we are all different.

It is really important to learn about puberty before it actually happens. Then, we won't be worried about any changes that occur. For females, puberty usually starts around the age of 11 or 12 and for males, puberty usually starts around the age of 13 or 14. However, because we are all different, some people go through puberty earlier or later – and that's nothing to worry about!

### What Changes Might All Young People Experience during Puberty?

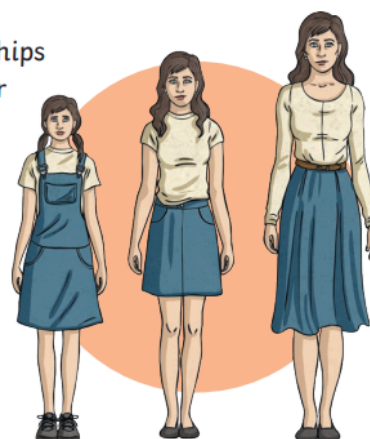
Puberty can cause the body to sweat more and produce more oil. This means we have to wash more often, maybe use a deodorant and take care of our skin. The change in hormone levels might cause spots (or acne) and you might notice your hair becoming more greasy and needing washing more often.

Mood swings can also affect young people as their body gets used to the different levels of hormones. You might feel tearful, angry, sad, lonely, frustrated, irritable – and often not really understand why. You might feel more tired than normal, too, as your body is using energy by growing.

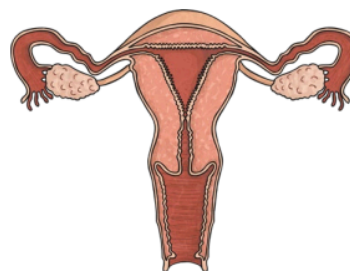


### What Changes Will Females Experience?

During puberty, the female body starts to change shape as the hips widen and breasts develop. The breasts beginning to develop (or 'bud') is usually the first sign of puberty in females. Sometimes, the breasts can feel rather tender and it is perfectly normal for one breast to develop before the other one. Starting to grow pubic hair (between your legs, around the vulva) is usually the next sign of puberty. Later, underarm hair will start to grow, too, and you might notice some white fluid in your pants; this is vaginal discharge and it's completely normal in adult female bodies. Remember, everyone is different so some people will notice very few changes while the bodies of others might change a lot.



The biggest change in the female body during puberty is menstruation (starting to have periods). When females are born, they already have tiny eggs inside their bodies. These eggs are one of the cells needed to make a baby. During puberty, the female body begins releasing one egg at a time, each month, from the ovaries. This is so the body can prepare for making a baby. Of course, not everyone wants to make a baby or can make a baby and that's fine, but the female body is preparing and doing what it naturally does.



When the egg is released from the ovaries, the female body, very cleverly, gets the uterus ready to take care of the egg by building up the lining of the uterus walls. If that egg is unfertilised and not needed to make a baby, then the lining of the uterus breaks down and leaves the body with some blood. This is a period.

Every female is different so some start their periods as young as 9 while others might not start until they are 16. Around 10 to 11 is the average age for starting menstruation. Periods can last between three and eight days but the average is around five days. There tends to be heavier (more) bleeding in the first two days. When females have their period, they need to wear protection in their underwear to absorb the blood that is released from the body. These products are called sanitary products. You can buy them in supermarkets and chemists. Some public toilets have them in machines, too. It is a good idea to have some sanitary products at home for when periods start and it is also sensible to carry some in your school bag, or if you go out – to stay at a friend's, for example.

It is important to remember that every female has periods and that it is OK to ask someone for help or a sanitary product if you need one – at home, at school or at a friend's house. Try not to be embarrassed – it's simply a normal part of being female.

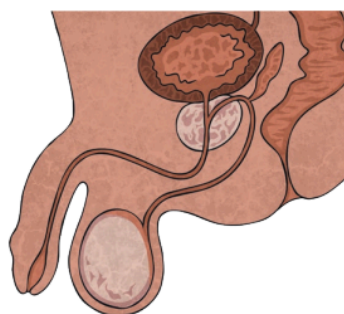


### What Changes Will Males Experience?

Males generally start puberty a little later than females. The hormone called testosterone is responsible for the changes in the male body. The first signs of puberty in the male body tend to be the growth of the testicles and pubic hair growing at the base of the penis.

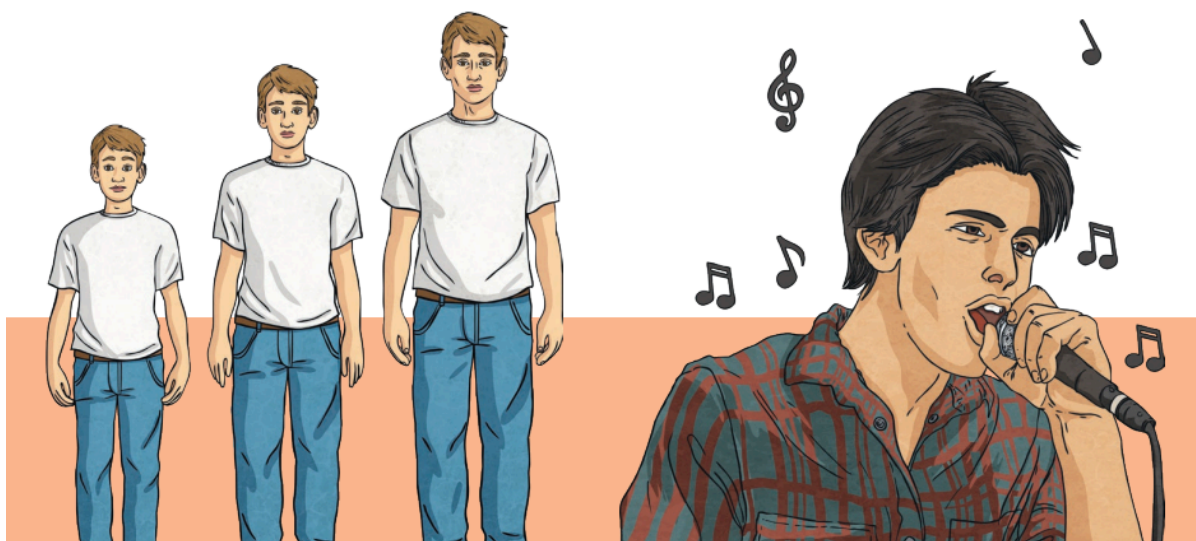
You might also notice that during puberty you experience more erections. An erection is when the penis fills with blood, becomes hard or stiff, gets bigger and stands out from the body. Erections can happen at any time. You might get lots in one day or none at all. They can even happen when you're sleeping!

The increased testosterone levels can also cause 'wet dreams', which is when the penis ejaculates semen while dreaming. You mustn't worry if this happens during the night. It is a normal part of growing up if you are male.



Like the female body, male bodies also start to change shape but in a different way; the shoulders get broader and the body starts to build muscle. Occasionally, males experience a little breast growth but this is temporary and nothing to worry about. Underarm hair and facial hair will also start to grow, but – remember – everyone is different and this can happen at different times for different people.

The deepening of the voice is another noticeable change. This can be different for everyone – it might be a fast change or it might happen over a longer period of time; the voice might become deeper straight away or it might sound a bit strange as it 'breaks'. Males also develop a more prominent Adam's apple – a lump on their throat. This is the voice box inside the throat getting bigger as the voice gets deeper.



### Want to Know More?

- Picture books can be a superb way of opening up discussions that might otherwise seem embarrassing. There are lots of excellent books available to buy or you could see what is available in the local library.



- There is some excellent, reliable information about puberty on the Internet but you will need to be careful about which sites are age-appropriate and the accuracy and quality of the content that is on the site. The NHS, the FPA (formerly the Family Planning Association) and Childline have useful information online.

### Appendix H - Government guidance

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

### Appendix I - Books titles promoting Protected Characteristics

