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Queen's Park C.E./U.R.C Primary School

Relationships and Sex Education Policy

(RSE)

2023

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Our vision for Queen's Park C.E./U.R.C. Primary School

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Through our continued service to our community and rooted in our Christian Values, the opportunities we provide inspire our children and adults at our school to learn, to grow and to flourish. We are committed to developing our children into confident individuals who make a positive difference through developing a respect for themselves, each other and the world around them. For with God, everything is possible. (Matthew 19:26)

Our Core Christian Values

Love

Forgiveness

Trust

Respect

Honesty

Hope

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1. Statutory Regulation and Guidance

1.1 At Queen's Park CE/URC Primary School, we are required to provide relationships education and health education to all pupils.

1.2 We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

1.3 The policy has due regard to the following legislation and guidance:

- Section 80A of the Education Act 2002: as part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010 and the Public Sector Equality Duty.
- Mental health and behaviour in school (DfE, 2018)
- Science programmes of study: key stages 1 and 2 (DfE, 2013)
- Science programmes of study: key stage 3 (DfE, 2013)

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- *Keeping children safe in education – for schools and colleges* (DfE, 2022)
- *Promoting fundamental British values through SMSC* (DfE, 2014)

2. Definitions

2.1 The DfE guidance states that “children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way”¹. Relationship and sex education develops the pupil’s knowledge and understanding of their own sexuality, about what it means to be fully human, how to cultivate healthy relationships with themselves and others, and enables them to make well informed decisions in good conscience.

2.2 In primary schools the focus should be on “teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults”². This would include the topics of families and ‘the people who care for me’, caring friendships, respectful relationships, online relationships and being safe.

2.3 Definition of terms:

RSHE: Relationships, sex, and health education

Health education: physical health and mental wellbeing, the link between the two, and being able to make healthy lifestyle choices.

Relationships education: the physical, social, legal and emotional aspects of human relationships including friendships, family life and relationships with other children and adults.

¹ Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 4

² Ibid page 19

Sex education: there is no agreed definition in the new guidance.

RSE: Relationships, and Sex education

PSHE: Personal, Social, Health and Economic (PSHE) education. The RSHE policy may link to, or be part of, a wider PSHE ed policy.

DSL: Designated Safeguarding Lead

DfE: Department for Education

3. Delivering the policy

3.1 Relationship and Sex Education (RSE) is taught within the Personal, Social and Health Education (PSHE) curriculum lessons.

3.2 There are links between some of the RSHE curriculum and other subjects such as Science and Physical Education, so aspects of the curriculum may be touched on in other lessons.

Our RSE

3.3 Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me.*
- Caring friendships.*
- Respectful relationships.*
- Online relationships,*
- Being safe.*

3.4 These areas of learning are taught within the context of family life with a focus on inclusion to reduce prejudice. As such there is the acknowledgement of the variety of home circumstance that make healthy families (including single parent families, LGBT+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures), along with reflecting sensitively that some children may have

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a support structure around them (for example: looked after children or young carers).

3.5 As a school, we promote equality of opportunity and we uniformly apply values of inclusion and respect to all pupils and their families. All staff are proactive in promoting positive relationships and receive regular training.

3.6 At Queen's Park, we value the diversity in our pupils cultural and religious backgrounds. Relationship and Sex education contributes to our pupil's education around inclusion and respect, consequently we are aware of the need to be respectful of our pupils cultural or religious beliefs and sensitive in delivering certain topics.

3.7 Queen's Park, aims to create a learning environment that is accessible to all of our students. In order to ensure this, we will make sure that the content is relevant to the age, experience, maturity and individual needs of our pupils.

4. Policy Development

4.1 The process of policy development involves a number of steps. To begin with, a lead member of staff and/or RSHE working group reviews the current provision, and all school staff are given the opportunity to look at the policy and make recommendations.

4.2 Our RSE curriculum is informed by issues in the school and wider community; to ensure it is tailored to pupils' needs we investigate what pupils want from their Relationship, Sex, and Health Education. Furthermore, when organising the curriculum, the religious backgrounds of all pupils are considered so that we may deliver the curriculum with sensitivity.

4.3 At Queen's Park, we ensure that parents are consulted in the development and review of policy, as we understand how important parents' views are in shaping the curriculum.

4.4 A draft policy is considered by the Governing Board then ratified (adopted) by the Governing Board. At which point we share the finished policy with parents, and ensure it is available on the school website.

Consultation with parents

4.5 Queen's Park, understands the important role parents play in enhancing their children's understanding of relationships, sex and health. We work closely with parents by establishing open communication, all parents are consulted in the development and delivery of the curriculum.

4.6 Parents are provided with the following information:

- The content of the relationships, sex and health curriculum
- The delivery of the relationships, sex and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- how to support/complement RSHE teaching in schools
- how to request a child is withdrawn from some or all of sex education delivered as part of statutory RSHE.

4.7 At Queen's Park, aims to build positive relationships with parents by inviting discussion to address any concerns and supporting parents in managing conversations with their children on the issues covered by the curriculum.

4.8 Parents are also consulted in the review of the curriculum and this policy and are encouraged to provide their views at any time.

4.9 The relationship, sex, and health curriculum considers the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum is age-appropriate for pupils within each year group and meets the needs of the whole-school community.

4.10 We consult with parents, pupils, and staff in the following ways:

- Questionnaires and surveys
- Training sessions
- Newsletters and letters

4.11 Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by: Organising a meeting with the headteacher.

- Emailing queenspark@sthelens.org.uk
- Submitting written feedback as part of annual questionnaires

5. Statement of Intent

5.1 At Queen's Park, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities, and experiences of adult life. A key part of this relates to relationships and health education.

5.2 Primary schools also have the option to decide whether pupils are taught sex education beyond statutory requirements (based in the science curriculum).

5.3 Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their relationships, with the ability to recognise healthy and respectful relationships and the knowledge of where to find, and access, help and support.

5.4 RSHE will ensure that all pupils understand the importance of equality and respect by teaching pupil's tolerance and respect for diversity, and developing pupils' self-respect and self-worth, confidence, and empathy.

5.5 All schools are required to comply with the requirements of the Equality Act 2010.

5.6 Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

5.7 We understand our responsibility to deliver a high-quality relationship, and health curriculum for all our pupils based on best practice.

5.8 This policy sets out the framework for our RSHE curriculum, outlining how it is informed, organised, and delivered.

6. Roles and Responsibilities

6.1 SENCO

Are primarily responsible for advising teachers on how best to identify and support pupils' need (including the use of teaching assistants/support staff)

6.2 Governing Body

The governing board will approve the RSE policy and hold the headteacher to account for its implementation. They ensure that the policy is available to parents and policy is in accordance with other whole school policies, [e.g., SEN, the ethos of the school and our Christian beliefs;] as well as the relevant National Curriculum science topics and the setting of RSE within PSHE

6.3 The Head Teacher

The Head Teacher takes overall delegated responsibility for the development and implementation of this policy. They should liaise with the Governing

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Body, parents, the Local Education Authority, and appropriate agencies. Any requests to withdraw pupils from the non-statutory element of Relationship and Sex Education will be managed by the head teacher, and they will also encourage parents to engage with the formation of the policy and know about the final policy.

The head teacher agrees the curriculum delivery model (where it will be taught; the time allocation and staffing) and ensures that RSHE is resourced, staffed and timetabled so that school meets its legal obligations and offers a high-quality provision to all pupils. This includes enabling staff to be suitably trained to teach relationships and sex education. They will report to the governing board on the implementation and effectiveness of the policy and review the policy on an annual basis.

6.4 PSHE/RSE Co-Ordinator

The co-ordinator with the head teacher has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE and the provision of in-service training. (They may be supported by the curriculum deputy and the member of staff with responsibility for child protection).

6.5 Lead teacher for RSHE

The lead teacher will support the development and implementation of the RSHE policy, curriculum and delivery model. They are responsible for ensuring the continuity and progression between each year group by working with other teachers (include subjects leads) to ensure the RSE curriculum complements but does not duplicate any content in other subjects. The lead will organise, provide and monitor CPD to enable teachers to develop their expertise so they feel confident and competent to teach RSE. They will also provide teachers with resources to support RSE delivery

and monitor/ evaluate the effectiveness of RSE and offering support to staff if needed. The lead will feedback to the headteacher/governing board regarding compliance with the statutory requirements and effectiveness of the RSE curriculum.

6.6 RSE Teachers

Staff do not have the right to opt out of teaching RSHE as this forms part of the Teaching Standards. Any staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher. Appropriate training will be made available for all staff teaching RSE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

RSE Teachers are responsible for:

- Delivering RSHE with sensitivity
- Knowing and acting in accordance with the RSE policy
- Modelling positive attitudes to RSHE.
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE.
- Teaching should reflect the law (including the Equality Act 2010) as it applies to sex and relationships
- Carefully considering how their personal views and/or beliefs might impact on their teaching of RSHE
- Monitoring pupil progress in line with school policy
- Working with the SENCO about identifying and responding to the needs of pupils with SEND

6.7 All Staff

RSE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual] well-being of their pupils.

6.8 Pupils

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

7. Safeguarding: safe and effective practice

7.1 Here at Queen's Park, we recognise that there are a range of opinions, beliefs, and perspectives in regard to Relationships and Sex Education (RSE). Our role in school is not to influence or judge individual belief, but rather to teach the RSE curriculum "in a factual way so that pupils are clear on their rights and responsibilities as citizens³".

7.2 Queen's Park also recognises that Relationships and Sex Education is about the understanding of physical development and puberty, appropriate and inappropriate sexual behaviour, and the protection and empowerment of children and young people.

7.3 RSE integrates safeguarding into the learning objective of the lesson, and we aim to provide our children with the knowledge to ensure that they are not exploited or mistreated and that children have a clear understanding around consent and keeping themselves safe.

7.4 Relationships and Sex Education is fundamental in keeping our children and young people safe. It plays a vital part in preventative education. It is our responsibility to ensure that pupils are informed about the full range

³ Relationships Education, Relationships and Sex Education (RSE) and Health Education, p.26, para. 76

of perspectives, risks, and rights, so they are able to make informed decisions that will help to keep them safe.

The school's Relationships and Sex Education Policy is directly linked to the school's Safeguarding and Child Protection Policy and Keeping Children Safe in Education 2022

See further details in Appendix 5.

8. Equality and Inclusion

8.1 We will ensure all resources and images used are inclusive of all pupils e.g. including those in wheelchairs or wearing hearing aids. This is part of our general inclusive approach to RSE (and in other subjects and within the whole-school) and images will represent SEND, LGBT+, a range of ethnicities, and all the protected characteristics.

8.2 Our choice of images and characterisation will reinforce the message that human sexuality is a positive thing and that no-one is excluded from that.

8.3 Materials will be available in appropriate learning media including tactile diagrams and physical materials when required.

8.4 Our teaching of RSE will take account of all our pupil's needs, culture, development and views.

8.5 We are aware of language used in RSE and will ensure that it is inclusive.

9. RSE teaching of children with Special Educational Needs and Disabilities (links to Statutory Policy on SEND)

9.1 Appropriate RSE will be provided for pupils at all levels of development. There may be a need for us to tailor content and teaching to meet the specific needs of pupils at different developmental stages.

9.2 RSE is most effective when delivered through a whole school approach. For pupils with SEND, this means we will be working continuously through informal opportunities as well as the formal RSE curriculum.

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9.3 All staff will be actively involved in offering consistent messages around RSE from teachers to lunchtime supervisors to travel supervisors/

9.4 The pace and detail of topics may be different and pupils may need lots of support to generalise their learning outside of RSE lessons and support to personalise the learning to their own relationships, behaviours and maturation. It may be appropriate to revisit topics more frequently with our pupils with SEND to support 'overlearning' (i.e. practising and embedding the new skills, so the learner retains the learning beyond the initial success and develops mastery) for new and abstract topics.

9.5 We acknowledge the greater vulnerability to bullying, exploitation and other issues for pupils with SEND and they will have greater need to be informed and supported in RSE.

9.6 For pupils with more significant needs, their particular RSE needs may helpfully be assessed as part of an Education Health Care (EHC) needs assessment, with provision to meet those needs set out in their EHC plan. Specific reference to Preparing for Adulthood and RSE will be part of Y9 (and onwards) EHCP reviews.

9.7 For pupils with Autistic Spectrum Disorders or Conditions: Sometimes their academic capabilities mask their social and emotional needs. Although they may understand the concrete information, work about relationships, consent and understanding risk and coercion can be very challenging for some young people on the spectrum. Individual sessions or small group provision in addition to mainstream classes will be beneficial to address this. There is likely to be a higher incidence of 'social masking' and this will be taken into consideration when evaluating the effectiveness of our teaching and whether our pupils have understood the nuances of social and appropriate intimate relationships.

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9.8 For pupils with Physical Disabilities: Their disability may impact on every aspect of an individual's life including how they socialise, develop relationships and have sex. Pupils with physical disability may have to find different ways to communicate, take part in learning and everyday activities: including making friends and socialising with others. They may have anxiety about a different body shape or image, worry about how their body works and what others may think. They may not have the opportunity to talk about these things with others with similar needs. Sometimes we may need to ask the family to seek medical advice to share as appropriate with the school to aid the planning and delivery of RSE with the consent of the young person.

9.9 Our parents and carers of pupils with SEND may face challenging issues at home that are relevant to RSE. Parents will appreciate information about what we are providing in RSE and may value opportunities for further discussion and support.

9.10 All our teaching approaches will take account of the pupil's individual needs and be differentiated accordingly. These are detailed in the pupil's One Page Profile/IPPs

9.11 More detailed teaching approaches for SEND can be found here <https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/RSE%20for%20disabled%20pupils%20and%20pupils%20with%20SEN%20-%20SEF.pdf> More resources can be found in Appendix 6.

9.12 All statutory school policies must link to each other and specifically reference SEND, Equality, Behaviour and Safeguarding and Child Protection.

10. Parental right to excuse a pupil from sex education

10.1 Parents are not able to withdraw their child from any aspect of relationships education or health education (which includes learning about

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the changing adolescent body, puberty, and menstruation) or any content delivered through the national curriculum science programme.

10.2 Parents have the right to request that their child be withdrawn from sex education, except those topics that are a part of the science curriculum.

10.3 Their request will be granted automatically by the headteacher. The parents will also be invited to meet with the headteacher to discuss the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child.

10.4 Where a pupil is withdrawn from sex education, the headteacher will ensure that the pupil receives appropriate alternative education.

11. Training

11.1 All staff members at the school will undergo training to ensure they are up to date with the relationship, sex and health education programme and associated challenges.

11.2 Members of staff responsible for teaching the subjects will undergo further training, led by the relationships, sex and health education subject leader, to ensure they are fully equipped to teach the subjects effectively.

11.3 The training of staff will also be scheduled around any updated guidance on the programme and any new developments.

12. Monitoring and evaluation

12.1 The delivery of RSHE is monitored by Amy Knockton and Ann Roby with responsibility for PSHCE by undertaking learning walks, staff, and pupil consultations, planning and work scrutinies and questionnaires.

12.2 The RSE Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals.

12.3 The programme will be evaluated biannually by means of:

- questionnaires
- response sheets
- needs assessment given to pupils
- discussion with pupils, staff, and parents.

12.4 The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements.

12.5 Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

12.6 The RSHE subject leader is responsible for monitoring the quality of teaching by conducting subject assessments on a termly basis, which will include a mixture of the following:

- Self-evaluations
- Lesson observations
- Topic feedback forms
- Learning walks
- Work scrutiny
- Lesson planning scrutiny

12.7 From these assessments the RSHE subject leader will create annual subject reports for the headteacher and governing board to report on the quality of the subjects.

12.8 Throughout the academic year the RSHE subject lead will work consistently with the headteacher and RSE link governor to evaluate the effectiveness of the subjects and implement any changes.

13. Policy review

13.1 The governing board is responsible for approving this policy.

13.2 The policy will be reviewed on an annual basis by the RSHE subject lead and the headteacher. The next scheduled review date for this policy is September 2022

13.3 This policy will also be reviewed in consideration of any changes to statutory guidance, feedback from parents, staff or pupils, and the school context.

13.4 Changes will be communicated to all staff and parents and approved by the Governing board.

Appendices

Appendix 1: Statutory Sex Education

Sex education

All pupils must be taught the aspects of sex education outlined in the 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.

Queen's Park, is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum. At our school, we do teach pupils sex education beyond what is required of the science curriculum.

Parents are fully consulted in the organisation and delivery of our sex education curriculum and are given the opportunity to advise on what should be taught through sex education. The age and development of pupils is always considered when delivering sex education.

Key Stage 1

1. that animals including humans, move, feed, grow, use their senses and reproduce
2. to recognise and compare the main external parts of the bodies of humans
3. that humans and animals can produce offspring and these grow into adults
4. to recognise similarities and differences between themselves and others and treat others with sensitivity

Key Stage 2

- 1. that the life processes common to humans and other animals include nutrition, growth and reproduction*
- 2. about the main stages of the human life cycle*

Appendix 2: The details of the RSE curriculum at Queen's Park C.E. /URC Primary School

Relationships						
Overview						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships.</p>	<p>Children's breadth of relationships is widened to include people they may find in their school community. They consider their own significant relationships (family, friends and school community) and why these are special and important. As part of the lessons on healthy and safe relationships, children learn that touch can be used in kind and unkind ways. This supports later work on safeguarding. Pupils also consider their own personal attributes as a friend, family member and as</p>	<p>Learning about family relationships widens to include roles and responsibilities in a family and the importance of co-operation, appreciation and trust. Friendships are also revisited with a focus on falling out and mending friendships. This becomes more formalised and the children learn and practise two different strategies for conflict resolution (Solve it together and Mending Friendships). Children consider the importance of trust in relationships and</p>	<p>children revisit family relationships and identify the different expectations and roles that exist within the family home. They identify why stereotypes can be unfair and may not be accurate, e.g. Mum is the carer, Dad goes to work. They also look at careers and why stereotypes can be unfair in this context. They learn that families should be founded on love, respect, appreciation, trust and co-operation. Children are reminded about the Solve it together technique for negotiating conflict</p>	<p>Learning in this year group starts focussing on the emotional aspects of relationships and friendships. With this in mind, children explore jealousy and loss/bereavement. They identify the emotions associated with these relationship changes, the possible reasons for the change and strategies for coping with the change. The children learn that change is a natural in relationships and they will experience (or may have already experienced) some of these changes. Children revisit skills of negotiation particularly to help manage a change in a relationship. They also learn that sometimes it is better if relationships end, especially if they are causing negative feelings or they are unsafe.</p>	<p>Children learn about the importance of self-esteem and ways this can be boosted. This is important in an online context as well as offline, as mental health can be damaged by excessive comparison with others. This leads onto a series of lessons that allow the children to investigate and reflect upon a variety of positive and negative online/social media contexts including gaming and social networking. They learn about age-limits and also age-appropriateness. Within these lessons, children are taught the SMARRT internet safety rules and they apply these in</p>	<p>children learn more about mental health and how to take care of their own mental well-being. They explore the grief cycle and its various stages, and discuss the different causes of grief and loss. The children learn about people who can try to control them or have power over them. They investigate online safety, learning how to judge if something is safe and helpful, as well as talking about communicating with friends and family in a positive and safe way.</p>

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	<p>part of a community, and are encouraged to celebrate these.</p>	<p>what this feels like. They also learn about two types of secret, and why 'worry secrets' should always be shared with a trusted adult. Children reflect upon different types of physical contact in relationships, which are acceptable and which ones are not. They practise strategies for being assertive when someone is hurting them or being unkind. The children also learn about people who can help them if they are worried or scared.</p>	<p>situations and the concept of a win-win outcome is introduced. Online relationships through gaming and apps are explored and children are introduced to some rules for staying safe online. Children also learn that they are part of a global community and they are connected to others they don't know in many ways, e.g. through global trade. They investigate the wants and needs of other children who are less fortunate and compare these with their own. Children's universal rights are also revisited.</p>	<p>Children are taught that relationship endings can be amicable.</p>	<p>different situations. Risk, pressure and influences are revisited with a focus on the physical and emotional aspects of identifying when something online or in social media feels uncomfortable or unsafe. Children are taught about grooming and how people online can pretend to be whoever they want. Rights, responsibilities and respect are revisited with an angle on technology use. Screen time is also discussed and children find ways to reduce their own screen time. This Puzzle aims to help children to be more discerning when viewing anything online or on social media.</p>	
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Taught Knowledge and Social and Emotional Skills (key learning in bold)

<p>Know what a family is Know that different people in a family have different responsibilities (jobs)</p>	<p>Know that everyone's family is different Know that families are founded on belonging, love and care</p>	<p>Know that there are lots of forms of physical contact within a family Know how to stay stop if someone is hurting them</p>	<p>Know that different family members carry out different roles or have different responsibilities within the family</p>	<p>Know some reasons why people feel jealousy Know that loss is a normal part of relationships</p>	<p>Know that there are rights and responsibilities in an online community or social network Know that there are rights and</p>	<p>Know that it is important to take care of their own mental health Know ways that they can take care</p>
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<p>Know some of the characteristics of healthy and safe friendships Know that friends sometimes fall out Know some ways to mend a friendship Know that unkind words can never be taken back and they can hurt Know how to use Know some reasons why others get angry</p>	<p>Know that physical contact can be used as a greeting Know how to make a friend Know who to ask for help in the school community Know that there are lots of different types of families Know the characteristics of healthy and safe friends Know about the different people in the school community and how they help</p>	<p>Know there are good secrets and worry secrets and why it is important to share worry secrets Know what trust is Know that everyone's family is different Know that families function well when there is trust, respect, care, love and co-operation Know some reasons why friends have conflicts Know that friendships have ups and downs and sometimes change with time Know how to use the Mending Friendships or Solve it together problem-solving methods</p>	<p>Know some of the skills of friendship, e.g. taking turns, being a good listener Know some strategies for keeping themselves safe online Know that they and all children have rights (UNCRC) Know that gender stereotypes can be unfair, e.g. Mum is always the carer, Dad always goes to work etc Know how some of the actions and work of people around the world help and influence my life Know the lives of children around the world can be different from their own</p>	<p>Know that negative feelings are a normal part of loss Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe Know that jealousy can be damaging to relationships Know that memories can support us when we lose a special person or animal</p>	<p>responsibilities when playing a game online Know that too much screen time isn't healthy Know how to stay safe when using technology to communicate with friends Know that a personality is made up of many different characteristics, qualities and attributes Know that belonging to an online community can have positive and negative consequences</p>	<p>of their own mental health Know the stages of grief and that there are different types of loss that cause people to grieve Know that sometimes people can try to gain power or control them Know some of the dangers of being 'online' Know how to use technology safely and positively to communicate with their friends and family</p>
<p>Can identify what jobs they do in their family and those carried out by parents/carers and siblings Can suggest ways to make a friend or help someone</p>	<p>Can express how it feels to be part of a family and to care for family members Can say what being a good friend means</p>	<p>Can identify the different roles and responsibilities in their family Can recognise the value that families can bring Can recognise and talk about the types</p>	<p>Can identify the responsibilities they have within their family Know how to access help if they are concerned about anything on</p>	<p>Can identify feelings and emotions that accompany jealousy Can suggest positive strategies for managing jealousy Can identify people who are special to them and express why</p>	<p>Can suggest strategies for building self-esteem of themselves and others Can identify when an online community/social media group feels</p>	<p>Recognise that people can get problems with their mental health and that it is nothing to be ashamed of Can help themselves and</p>

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<p><i>who is lonely</i> Can use different ways to mend a friendship <i>Can recognise what being angry feels like</i></p> <p>Can use Calm Me when angry or upset</p>	<p><i>Can identify forms of physical contact they prefer</i> <i>Can say no when they receive a touch they don't like</i></p> <p>Can show skills of friendship Can praise themselves and others Can recognise some of their personal qualities Can say why they appreciate a special relationship</p>	<p><i>of physical contact that is acceptable or unacceptable</i> <i>Can identify the negative feelings associated with keeping a worry secret</i> <i>Can identify who they trust in their own relationships</i></p> <p>Can use positive problem-solving techniques (Mending Friendships or Solve it together) to resolve a friendship conflict Can identify the feelings associated with trust Can give and receive compliments Can say who they would go to for help if they were worried or scared</p>	<p><i>social media or the internet</i> Can empathise with people from other countries who may not have a fair job or are less fortunate Understand that they are connected to the global community in many different ways Can use Solve it together in a conflict scenario and find a win-win outcome Can identify similarities in children's rights around the world <i>Can identify their own wants and needs and how these may be similar or different from other children in school and the global community</i></p>	<p><i>Can identify the feelings and emotions that accompany loss</i> <i>Can suggest strategies for managing loss</i> Can tell you about someone they no longer see <i>Can suggest ways to manage relationship changes including how to negotiate</i></p>	<p><i>risky, uncomfortable, or unsafe</i> Can suggest strategies for staying safe online/ social media <i>Can say how to report unsafe online/social network activity</i> <i>Can identify when an online game is safe or unsafe</i> Can suggest ways to monitor and reduce screen time <i>Can suggest strategies for managing unhelpful pressures online or in social networks</i></p>	<p><i>others when worried about a mental health problem</i> Recognise when they are feeling grief and have strategies to manage them Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control <i>Can resist pressure to do something online that might hurt themselves or others</i> <i>Can take responsibility for their own safety and well-being</i></p>
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Vocabulary Progression

EYFS	Year 1 Consolidate EYFS	Year 2 Consolidate EYFS & Yr 1	Year 3 Consolidate KSI	Year 4 Consolidate KSI & Yr 3	Year 5 Consolidate KSI, Yrs 3 & 4	Year 6 Consolidate KSI & KS2
Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry,	Belong, Same, Different, Friendship, Qualities, Caring, Sharing, Kind,	Similarities, Special, Important, Co-operate, Physical contact, Communication,	Men, Women, Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities,	Relationship, Close, Jealousy, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Guilt, Sadness,	Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative	Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning,

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Upset, Calm me, Breathing	Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate	Hugs, Acceptable, Not acceptable, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate,	Respect, Differences, Similarities, Conflict, Win-win, Solution, Solve-it together, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global, Communication, Fair trade, Inequality, Food journey, Climate, Transport, Exploitation, Rights, Needs, Wants, Justice, United Nations, Equality, Deprivation, Hardship, Appreciation, Gratitude	Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Loyal, Empathy, Betrayal, Amicable, Love.	self-talk, Social media, Online, Community, Positive, Negative, Safe, Unsafe, Rights, Social network, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMART rules	Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences, Self-control, Real/fake, True/untrue, Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety
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Changing Me						
Overview						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children are encouraged to think about how they have changed from	Children are introduced to life cycles, e.g. that of a frog and identify the	Children learn that a baby develops inside its mother's womb and that both male and female are needed to	Children learn that some changes are social, that we become more	Children learn about menstruation. Sanitary health is taught, including	Children are introduced to the physical and emotional changes that occur during puberty. They consider some of	Children learn to explain how a baby develops in the womb during pregnancy and how babies are born,

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<p>being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change in lots of different ways as we get older..</p>	<p>different stages. They compare this with a human life cycle and look at simple changes from baby to adult, e.g. getting taller, learning to walk, etc. They discuss how they have changed so far and that people grow up at different rates. As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body..</p>	<p>make a baby, like all living things. Children reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old age. As part of a school's safeguarding duty, pupils are re-taught the correct words for private parts of the body.</p>	<p>independent and able to think about others as well as ourselves. Children look at identity and self-esteem, and reinforce the belief that we are all special. They learn that we grow and change, as do all living things.</p>	<p>introducing pupils to different sanitary and personal hygiene products. Children learn about things that go into the body that help them (e.g. good food, some drugs) and harm them (e.g. some drugs, cigarette smoke, poisons) and how to be healthy. They learn how babies, and other living things grow. Children identify differences and similarities in people: sexuality - what it is and what words describe it. Children understand what areas of the body are private and should not be touched.</p>	<p>the changes, over which we have no control and the choices we can make concerning those over which we do have control. I can explore the emotional change e.g. mood swings, shyness etc. during puberty and the impact on relationships</p>	<p>and consider babies needs before and after birth. They enable children to reflect on roles and relationships in the family. Children revisit puberty and consider the emotional changes that may come with this. Children learn the differences and similarities in people - sexuality - what it is and what words describe it as well as gender stereotypes and how homophobia wrong.</p>
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Taught Knowledge and Social and Emotional Skills (key learning in bold)

<ul style="list-style-type: none"> I can understand that each person is special and unique. 	<ul style="list-style-type: none"> To explore differences between male and female 	<ul style="list-style-type: none"> To explain that a baby develops inside its mother's womb and that both male and female are needed to 	<ul style="list-style-type: none"> To show that some changes are social, that we become more 	<ul style="list-style-type: none"> I can understand things that go into the body that help me (e.g. good 	<ul style="list-style-type: none"> To introduce children to the physical and emotional changes that occur during puberty. 	<ul style="list-style-type: none"> To explain how a baby develops in the womb during pregnancy and how babies are born.
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<ul style="list-style-type: none"> • I can understand each person is important and to be valued. • I can celebrate difference. • I can begin to understand life cycles of plants and animals. • I can order human life from a baby to an elderly person. (Do not discuss birth in detail or death in detail). • I can name the different external parts of the body (EG. Arm, leg, back and foot. Staff not to teach naming genital area specifically) 	<ul style="list-style-type: none"> • To enable children to reflect on differences between male and female other than physical differences. • I can begin to understand life and growth within myself, animals and plants (children can order pictures of living things and the life cycle.) • To explore differences between male and female <ul style="list-style-type: none"> • To enable children to reflect on differences between male and female other 	<p style="text-align: center;">make a baby, like all living things.</p> <ul style="list-style-type: none"> • To enable children to reflect on their development from babies. <p style="text-align: center;">To inform children about growth of a baby in the womb and after they are born.</p>	<p style="text-align: center;">independent and able to think about others as well as ourselves.</p> <ul style="list-style-type: none"> • To look at identity and self-esteem, and reinforce the belief that we are all special. • To show that we grow and change, as do all living things. 	<p style="text-align: center;">food, some drugs) and harm me (e.g. some drugs, cigarette smoke, poisons)</p> <ul style="list-style-type: none"> • I can identify body changes within myself and others as we grow older (including hygiene liked to changing bodies.) • I can understand how to take care of myself and what my body needs EG, healthy food, sleep, exercise and good personal hygiene. • I can begin to understand how babies, and other living things grow • I can identify differences and similarities in people: sexuality - what it is and what words describe it. 	<ul style="list-style-type: none"> • To consider some of the changes, over which we have no control and the choices we can make concerning those over which we do have control. • I can discuss the physical differences between girls and boys including menstruation. • I can label body parts including reproductive organs • I can explore the emotional change e.g. mood swings, shyness etc. during puberty • I can explore the impact of puberty on relationships • I can begin to understand the differences and similarities in people; sexuality - what it is and what words describe it. 	<ul style="list-style-type: none"> • To consider the needs of babies before and after birth. • To enable children to reflect on roles and relationships in the family. • To consider the physical and emotional changes that take place as girls go through puberty. • I can discuss the physical differences between girls and boys including menstruation • I can begin to understand the differences and similarities in people; sexuality - what it is and what words describe it. • I can begin to understand the different family types. • I can learn about gender stereotypes and how homophobia wrong.
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	<p>than physical differences.</p>			<ul style="list-style-type: none"> I can describe body changes in boys and girls and why they happen. (Discussion of hormones, do not discuss puberty in detail) I can understand what areas of the body are private and should not be touched and who I can talk to if I feel worried. 		
<p>Recognise that changing class can elicit happy and/or sad emotions</p> <p>Can say how they feel about changing class/ growing up</p> <p>Can identify how they have changed from a baby</p> <p>Can say what might change for them they get older</p>	<p>Understand and accept that change is a natural part of getting older</p> <p>Can suggest ways to manage change, e.g. moving to a new class</p> <p>Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)</p> <p>Can express why they enjoy learning</p>	<p>Can say who they would go to for help if worried or scared</p> <p>Can say what types of touch they find comfortable/uncomfortable</p> <p>Be able to confidently ask someone to stop if they are being hurt or frightened</p> <p>Can appreciate that changes will happen and that some can be controlled and others not</p> <p>Be able to express how they feel about changes</p> <p>Show appreciation for people who are older</p> <p>Can recognise the independence and responsibilities they have now compared to being a baby or toddler</p>	<p>Can express how they feel about babies</p> <p>Can describe the emotions that a new baby can bring to a family</p> <p>Can identify changes they are looking forward to in the next year</p>	<p>Can appreciate their own uniqueness and that of others</p> <p>Can express any concerns they have about puberty</p> <p>Have strategies for managing the emotions relating to change</p> <p>Can say who they can talk to about puberty if they are worried</p>	<p>Recognise that puberty is a natural process that happens to everybody and that it will be OK for them</p> <p>Can ask questions about puberty to seek clarification</p> <p>Can say who they can talk to if concerned about puberty or becoming a teenager/adult</p>	<p>Recognise ways they can develop their own self-esteem</p> <p>Can express how they feel about the changes that will happen to them during puberty</p> <p>Understand that mutual respect is essential in a boyfriend/girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to</p> <p>Recognise how they feel when they reflect on the development and birth of a baby</p> <p>Can celebrate what they like about their</p>

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		<p>Can say what greater responsibilities and freedoms they may have in the future</p> <p>Can say what they are looking forward to in the next year</p>				own and others' self-image and body image
Vocabulary Progression						
EYFS	Year 1 Consolidate EYFS	Year 2 Consolidate EYFS & Yr 1	Year 3 Consolidate KSI	Year 4 Consolidate KSI & Yr 3	Year 5 Consolidate KSI, Yrs 3 & 4	Year 6 Consolidate KSI & KS2
<p>Boy</p> <p>Girl</p> <p>Same</p> <p>Different</p> <p>Unique</p> <p>Special</p> <p>Life cycle</p> <p>Arm, leg, back, foot (staff not to teach naming genital area specifically.)</p>	<p>Boy</p> <p>Girl</p> <p>Male</p> <p>Female</p> <p>Same</p> <p>Different</p> <p>Penis</p> <p>Vagina</p> <p>Physical characteristics</p> <p>Reproduce</p> <p>Life cycles</p> <p>Gender</p>	<p>Similar</p> <p>Different</p> <p>Male</p> <p>Female</p> <p>Gender roles</p> <p>Stereotypes</p> <p>Life cycles</p> <p>Pregnant</p> <p>Womb</p> <p>Body parts</p> <p>Physical characteristics</p> <p>Penis</p> <p>Vagina</p> <p>Sperm</p> <p>Egg</p> <p>Foetus</p> <p>Fertilisation</p> <p>(This unit does not specifically talk about sexual intercourse and how a baby is made)</p>	<p>Independent</p> <p>Self-esteem</p> <p>Special</p> <p>Change</p> <p>Like</p> <p>Dislike</p> <p>Similar</p> <p>Different</p> <p>Growing</p> <p>Male</p> <p>Female</p> <p>Hug</p> <p>Kiss</p> <p>Family dynamics</p> <p>Family tree</p> <p>Life stages</p> <p>Life cycle</p> <p>Gender roles</p> <p>Stereotypes</p>	<p>Body changes</p> <p>Personal hygiene</p> <p>Substance misuse</p> <p>Body hair</p> <p>Pubic hair</p> <p>Puberty (Puberty will not be discussed in detail until Year 5)</p> <p>Emotions/Feelings</p> <p>Sweat</p> <p>Hormones</p> <p>Private/Personal</p> <p>Body parts</p> <p>Penis</p> <p>Vagina</p> <p>Nipples</p> <p>Testicles</p> <p>Sperm</p> <p>Egg</p> <p>Fertilisation (The process of fertilisation will</p>	<p>Puberty</p> <p>Physical changes</p> <p>Emotional changes (mood swings/shyness)</p> <p>Menstruation/Periods</p> <p>Reproductive organs</p> <p>Relationships</p> <p>Ovaries</p> <p>Scrotum/Testicles</p> <p>Urethra</p> <p>Breasts</p> <p>Body hair</p> <p>Pubic hair</p> <p>Sweat</p> <p>Privacy</p> <p>Sperm</p> <p>Semen</p> <p>Womb</p> <p>Eggs</p> <p>Equality</p> <p>Diversity</p> <p>Sexuality</p>	<p>Family dynamics</p> <p>Sexual intercourse</p> <p>Love</p> <p>Consent</p> <p>Privacy</p> <p>Sperm</p> <p>Egg</p> <p>Womb</p> <p>Conception</p> <p>Fertilisation</p> <p>Foetus</p> <p>Umbilical cord</p> <p>Puberty</p> <p>Physical changes</p> <p>Emotional changes</p> <p>Menstruation/periods</p> <p>Sexual attraction</p> <p>Hormones</p> <p>Sexuality</p> <p>Equality</p> <p>Diversity</p>

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				<i>not be discussed until Year 6)</i>		
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Appendix 3: The statutory content: relationships education and health education (DfE).

At we must provide Relationships Education to all pupils as per:

- Section 34 of the Children and Social work act 2017.
- The statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996 Appendix A
- The statutory guidance from the Department for Education Equality Act 2010.
- Department for Education - Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance 2020

The table below outlines the statutory RSE knowledge pupils are expected to have obtained by the time they leave Queen's Park according to the Department for Education⁴.

The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. "The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils"⁵.

"It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development

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https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

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https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf page 23

effectively. - It should ensure that both boys and girls are prepared for the changes that adolescence brings and - drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born”⁶.

Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none">• that families are important for children growing up because they can give love, security and stability.• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.• that marriage represents a formal and legally recognized commitment of two people to each other which is intended to be lifelong.
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⁶ Ibid

	<ul style="list-style-type: none"> • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, • managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
<p>Respectful relationships</p>	<p>Pupils should know</p>

	<ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
<p>Online relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not.

	<ul style="list-style-type: none">• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.• the rules and principles for keeping safe online, how to recognize risks, harmful content and contact, and how to report them.• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.• how information and data is shared and used online.
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none">• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.

	<ul style="list-style-type: none">• <i>how to recognise and report feelings of being unsafe or feeling bad about any adult.</i>• <i>how to ask for advice or help for themselves or others, and to keep trying until they are heard.</i>• <i>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</i>• <i>where to get advice e.g. family, school and/or other sources⁷</i>
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Appendix 4: NSPCC Healthy sexual development of children and young people

Stages of healthy sexual behaviour

All children go through phases of sexual development. Just like every other part of growing up, some children mature sooner or later than others. For example, some children may have developmental delays whilst others may reach puberty early.

Below are some examples of age appropriate healthy sexual behaviour.

From 0- to 4-years-old

At this stage, you might notice sexual behaviour emerging for the first time through actions like:

- *enjoying being naked*
- *kissing and hugging people they know well, for example friends and family members*

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https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf page 20-22

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- touching or rubbing their own private parts as a comforting habit
- showing curiosity about or attempting to touch the private parts of other people
- being curious about the differences between boys and girls
- talking about private body parts and their functions, using words like 'willy', 'bum', 'poo' and 'wee'
- role playing about different relationships, for example marriage.

5- to 9-years-old

As children get a little older, they become more conscious of sex and their own sexuality. This can be displayed by:

- becoming more aware of the need for privacy
- asking questions about sex and relationships, such as what sex is, where babies come from and same-sex relationships
- kissing, hugging and holding hands with a boyfriend or girlfriend
- using swear words or slang to talk about sex after hearing other people use them.

9- to 13-years-old

During these ages, children begin to get more curious about sex. Examples of healthy sexual behaviour during this stage are:

- having a boyfriend or girlfriend (of the same or different gender)
- using sexual language as swear words or slang
- wanting more privacy
- looking for information about sex online (this might lead to accidentally finding sexual pictures or videos)
- masturbating in private.

Appendix 5: Safeguarding: Safe and Effective Practice

Consent, Choice and Personal Responsibility

Relationships and Sex Education focuses on individual rights and responsibilities for all people, including children and young people, within a relationship. It is important that we objectively teach our pupils legal and moral standpoints so they can make educated decisions that will hopefully lead them on to have successful, safe and happy adult relationships. Topics in this area can include, but are not limited to:

- How to live their own lives*
- Respecting the rights of others and allowing them to make their own decisions*
- Holding your own beliefs and respecting the beliefs of others.*

When appropriate, it is important that our pupils have a good understanding around consent. This will mean that they are confident in actively communicating consent, recognising consent from others and understanding that consent can always be withdrawn.

Pupils need basic knowledge about the privacy of their bodies and genitalia in particular to support safeguarding. Here at Queen's Park, we have adopted a school-wide policy on the consistent use of correct terms for genitalia as part of safeguarding practice. This is not sex education.

Healthy Relationships

Relationships are a significant part of our lives; healthy relationships make us feel happy, protect us from different risks and vulnerabilities, and help support us throughout our lives. Here at Queen's Park, we believe it is important that pupils are aware that there are different types of committed, stable relationships and that these relationships might contribute to their happiness throughout their lives.

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As relationships can look different from person to person and family to family, we believe it is our job to teach children about the different kinds of relationships and most importantly, why healthy relationships are important. This includes:

- Understanding that committed, stable relationships are important for bringing up children, even if parents choose not to be together.
- The roles and responsibilities of parents when raising children, including the characteristics of successful parenting.
- What marriage is including the legal status and why marriage is an important relationship choice for many couples.
- The characteristics and legal status of other long-term relationships.
- The characteristics of positive and healthy friendships (in all contexts, including online).

Unhealthy Relationships

Within our lives, relationships play a key role in keeping us safe and providing a good level of social and emotional wellbeing. Unfortunately, however, some individuals can experience unhealthy relationships, through no fault of their own. This can include relationships within (intra-familial) and outside of (extra-familial) the family home.

It is important that we teach our children and young people how to determine whether a relationship is trustworthy and whether a family, friend, or other relationship is unsafe. It is also vital that our pupils know how to seek help and advice if they have concerns or worries around an unhealthy relationship.

Unhealthy relationships can include a wide range of dynamics, including:

- Being neglected
- Emotional abuse
- Physical abuse and violence

- Bullying
- Domestic abuse including coercive control
- Exploitation
- Honour based abuse and forced marriage
- Sexual abuse.

There may be some pupils within the school who may have experienced such relationships, and it is our commitment that these subjects will be taught in a sensitive manner, without blame or judgement. Here at Queen's Park, we recognise that the school is a place of consistency for our pupils, and a safe space where issues can be discussed, and factual responses provided. We are committed that our school will be a place of safety where pupils can speak to trusted adults, report any concerns, seek support, and see first-hand that concerns are acted upon.

Here at Queen's Park, we believe that all pupils, regardless of race, gender, disability or need religious belief or background, are entitled to experience, and enjoy healthy relationships. We recognise that certain stereotypes can cause damage to individuals. We also recognise how these damaging stereotypes could normalise non-consensual behaviour or encourage prejudice.

The school recognises its legal rights and responsibilities in regard to equality, including the protected characteristics defined in the Equality Act 2010, and values that all pupils are unique and equal. We therefore ensure that relationships and sex education is taught equally, that all viewpoints and opinions are discussed, and that individual beliefs or characteristics are protected.

Child Sexual Exploitation (CSE)

Child Sexual Exploitation is sexual exploitation of children and young people under 18. It involves situations, contexts and relationships where

young people (or a third person or persons) receive something (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. CSE can occur through the use of technology without the child's immediate recognition; for example, being persuaded to post sexual images on the internet/mobile phone without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/ economic and/or emotional vulnerability.

CSE is a prevalent issue and something we need to ensure we keep our young people protected from. For older pupils, it may be necessary to teach direct lessons around CSE; however, we recognise that our preventative work, including that around healthy relationships, provides robust support in preventing young people becoming victims of CSE.

Domestic Abuse

Domestic abuse is a prevalent issue; it affects a significant number of children and families not only nationally, but also here within St Helens. Here at Queen's Park, we believe it is our responsibility to teach children about healthy relationships, partly so we are able to protect our pupils, but also so they can go on to have them in their adult lives.

As domestic abuse is a regional issue, it needs to be addressed sensitively and clearly. Domestic Abuse can include (this is not an exhaustive list):

- Physical abuse
- Sexual abuse
- Financial control

- *Controlling and coercive behaviour.*

Some types of behaviour, often seen within abusive relationships, are criminal offences. It is important that we teach our children and young people which types of behaviour are unlawful, so they can seek appropriate support and help keep themselves safe. In addition to this, by knowing the law around abuse, it allows our pupils to make more informed decisions and choices when entering into a relationship.

Female Genital Mutilation

Female Genital Mutilation (sometimes referred to female circumcision, cutting or sunna) refers to the procedure that intentionally alters or causes injury to the female genital organs for non-medical reasons. It occurs mainly in Africa and to a lesser extent, in the Middle East and Asia; however, children living in the United Kingdom are still at risk of this form of abuse. Although it is believed by many to be a religious issue, it is in fact a cultural practice.

Female Genital Mutilation causes significant physical and emotional damage to a woman. It is a criminal offence to perform or assist in the process of FGM; it is also an offence to fail to protect a person for whom you are responsible from FGM.

Again, using the correct terminology for genitals is crucial in the preventative work around FGM. It is important that pupils understand the anatomical features of their body, so they are able to identify whether they have been abused or mistreated in any way. Teaching children and young people the facts about their body, helps them to be empowered and understand their rights.

Online Safety

For with God, everything is possible (Matthew 19:26) #everythingispossible

As so many of our children and young people use the internet, and as it forms such a significant part of modern-day life, it is imperative that we teach our pupils how to stay safe online.

Children and young people have an array of online opportunities and responsibilities. It is important that pupils understand that these rights and responsibilities are no different than in day to day life and that the same expectations of behaviour apply in all contexts, including on the internet.

E-Safety can be a vast topic; different areas of concern can sometimes feel uncomfortable to address; however, it is imperative that we do so. Here at Queen's Park, we want to ensure that parents and carers understand why certain topics need to be discussed and feel comfortable with their children taking part in these lessons. Our aim is always to work closely with families, as we believe that a collaborative approach is the best way forward for our children. Below are the issues that need to be addressed relating to online safety and the reasons why:

Topic	Reasons for teaching
Different types of bullying including cyber-bullying	Many children and young people use social media to communicate with their friends. We want all of our pupils to be able to recognise that online bullying is just as unacceptable as other forms of bullying, and that trusted adults can take action to help keep them safe.
Sharing material online	Sharing material online can be a considerable risk. Children and young people need to have comprehensive understanding that any material shared has the potential to be shared more widely online. Young people also need to be aware of the potentially difficulty in removing any compromising

	<p>material placed on the internet. Pupils also need to be aware of the law and possible consequences of sharing inappropriate material over the internet. It is important that young people know not to provide material to others that they would not want shared further and that they are not to share personal material which is sent to them.</p>
<p>Getting support and reporting concerns</p>	<p>It can be a frightening experience for any child or young person who is a victim of online abuse, exploitation, or mistreatment. It is important that pupils know how and where to report concerns in order to keep themselves safe.</p>
<p>Viewing harmful content</p>	<p>Viewing harmful content can have a traumatic and substantial impact on the emotional and mental wellbeing of young people. Children and young people also need to be aware that it is a criminal offence to share and view indecent images of children (including those created by children).</p>
<p>Explicit material and pornography</p>	<p>Viewing pornography and other sexually explicit material can create a distorted view of sexual relationships to young people. It can damage the way people see themselves in relation to others and affect their self-esteem and mental wellbeing. It can also negatively affect how they behave towards sexual partners.</p>
<p>How data is collected and shared online</p>	<p>Pupils need to be aware how data is generated, collected, shared, and used online, so they can make informed choices about what sort of information they want to share on the internet.</p>

Concerns raised during lessons

At Queen's Park, we recognise that it is good practice to have a culture where children feel confident to discuss potentially sensitive issues. It could be that discussions in the lessons may raise safeguarding concerns. Any concerns will be dealt with in accordance with the school's Safeguarding and Child Protection Policy.

Any external visitors or agencies delivering any aspects of Relationships and Sex Education will be required to pass any concerns raised immediately to the Designated Safeguarding Lead, along with a written or online record.

The Designated Safeguarding Lead has a comprehensive knowledge of trusted, high quality resources as well as extensive training around a vast array of safeguarding topics and procedures. Therefore, the DSL will be involved in all safeguarding aspects of Relationships and Sex Education.

Responses to difficult questions

At Queen's Park, we believe that school should provide a safe environment for children to ask questions relating to relationships and sex education. We always encourage children to ask questions and develop their learning and we will answer these honestly and appropriately.

There may be some occasions however when it is not appropriate to answer certain questions. These include:

- If the question includes explicit and/or inappropriate language;*
- If the question is not deemed age appropriate for the class;*
- If the question asks about the personal lives of staff, children or families;*
- If the child raises a safeguarding issue.*

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At Queen's Park, safeguarding children is of paramount importance and incorporating this within the curriculum is essential. Children throughout school will be taught the NSPCC P.A.N.T.S rule in order to keep themselves safe from sexual abuse. See appendix 3: NSPCC Healthy sexual development of children and young people.

Appendix 6: SEND resources and advice across a range of SRE topics
<https://www.pshe-association.org.uk/content/send-hub>

<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/RSE%20for%20disabled%20pupils%20and%20pupils%20with%20SEN%20-%20SEF.pdf>

<https://www.autismeducationtrust.org.uk/the-den/> - for teenagers, money, relationships etc

<https://www.autismeducationtrust.org.uk/kids-zone/> -bullying, trusted adults

<https://www.tes.com/teaching-resources/blog/sre-students-learning-difficulties-free-resources>

<https://councilfordisabledchildren.org.uk/transition-information-network/information-and-support/relationships> - simplified information

<https://learning.nspcc.org.uk/research-resources/schools/relationships-health-and-sex-education-resources> - examples below

<https://learning.nspcc.org.uk/research-resources/schools/love-life>

<https://learning.nspcc.org.uk/research-resources/schools/its-not-ok>

<https://www.bigtalkeducation.co.uk/rse-information-and-support-for-schools/send-rse/>

<https://www.fpa.org.uk/> <https://www.asdan.org.uk/courses/programmes>

Resources

Department for Education - Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

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PSHE Association

www.pshe-association.org.uk

Unicef www.unicef.org.uk

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