



Windlesham School
& Nursery



RSHE (Relationships, Sex and Health Education) Policy

Reviewed: September 2023

Next Review due: September 2025

Reviewed by: C. Dorricott-Juniper, RSHE/ PSHE Co-ordinator

Policy Context and Rationale

The policy covers our school's approach to Personal, Social, Health Education (PSHE). It was produced by Cassandra Dorricott Juniper, in consultation with the Headmaster and the Deputy Head.

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1 Rationale and ethos

This policy covers our school's approach to the teaching of Relationships, Health and Sex Education (RSHE). It was produced by Cassandra Dorricott-Juniper (PSHE/RSHE Coordinator) in consultation with the Headteacher. RSHE enables children to learn the key constituents of a healthy life, what a healthy, nurturing relationship looks like and what makes a good friend or any other type of committed relationship. Sex education helps children to understand the physical and emotional aspects of puberty and human reproduction. Government guidance on the teaching of these subjects is outlined below.

Schools will be required to teach:

- relationships education (all primary aged pupils)
- relationships and sex education (all secondary aged pupils)
- health education (all pupils in state-funded schools only)

However, at Windlesham School, we believe that all three components are essential to helping children develop into confident adults equipped to lead fulfilling lives. As the Health Education element is covered within the PSHE curriculum, in all later parts of the policy, this subject will be referred to as **RSE**.

In light of the recent [Ofsted Review of Sexual Abuse in Schools and Colleges](#) it was deemed paramount that children at Windlesham School are taught acceptable relationship behaviour and codes of conduct. The OFSTED review found that '*sexual harassment and online abuse is very prevalent - to the extent that incidents are so commonplace that some children see no point in reporting them.*' The report highlights that '*nearly 90% of girls, and nearly 50% of boys, said being sent explicit pictures or videos of things they did not want to see, happens a lot or sometimes to them or their peers and 92% of girls, and 74% of boys, said sexist name-calling happens a lot or sometimes to them or their peers. The frequency of these harmful sexual behaviours means that some children and young people consider them normal.*'

A recommendation from the report is that schools should adopt '*a behavioural approach, including sanctions when appropriate, to reinforce a culture where sexual harassment and online sexual abuse are not tolerated.*' At Windlesham, we fully support a teaching programme which also focuses on acceptable behaviours. This is taught in the strands of the PSHE curriculum titled 'Families and people who care for me, Caring friendships, Respectful relationships, Online relationships and Being safe'. Please refer to Appendix 1 for the RSE statutory learning objectives each child should be taught by the end of Year 6, taken from DfE guidance document. Appendix 2 details how we cover these across the school ie what are the topics and timelines.

The PSHE Co-coordinator will review the policy every two years or as necessary in response to any statutory updates to ensure that it remains in line with current government guidance and legislation and

to ensure that our RHSE programme continues to meet the needs of our pupils. The policy should be read in conjunction with other relevant policies: PSHE Policy, Online Safety Policy and Safeguarding Policy, all available on the school website.

While RSE is closely aligned to the subject known as PSHE, owing to the differences in the content taught, it is defined within this policy separately to PSHE. Through our delivery of RSE, we enable children to achieve our school vision, which is to 'promote joy in learning, pride in achievement and respect for others.'

RSE forms part of the Personal, Social, Health and Education curriculum in our school. RSE is not timetabled as a separate subject, and the majority of RSE is taught throughout the year. However, each summer term is dedicated to solely teaching RSE in all year groups. In RSE, pupils will learn about what makes healthy relationships in a way that is age appropriate and sensitive to their faith. The content will include online relationships, how their bodies develop, what is acceptable and not acceptable behaviour within a relationship, and how to seek help if they feel unsafe. Delivery of the syllabus will respect the diversity of families in our community.

2.1 Parents' right to withdraw their child

Pupils are encouraged to engage fully in RSE lessons and treat others with respect and sensitivity, as we expect children and adults to do at all times in school. Before the beginning of each Summer Term, there will be a letter sent home to parents outlining the content taught to their child relative to their age. There is an opt out option for parents if they feel they would not like their child to be taught this. Before granting such a request, the Head of School and or the PSHE/RSE Coordinator may meet with parents/carers and, as appropriate, with the pupil to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, as well as the benefits and detrimental effects that withdrawal may have on the pupil.

If a pupil is withdrawn from sex education, the school will ensure the pupil receives purposeful education during the period of withdrawal. The School will keep a record of all such decisions.

2.2 Definition of Relationships and Sex Education

1 Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, diverse families, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their gender and to take responsibility for their health and well-being.

2 RSE is an entitlement for all children and young people and must:

Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices. In schools this should be part of compulsory curriculum provision;

Be inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief, or any protected characteristics or other life-experience particularly HIV status and

Commented [CD1]: Is there a particular way we should do this? I think last time I did it Rowan added it onto an excel spreadsheet. I'll make a folder within PSHE folder so we have easy access to all records

Commented [JI2R1]: These types of discussions we have with parents would normally be engaged.

Commented [CD3]: Can we reword?

Commented [JI4R3]: yep - done.

pregnancy;

Include the development of skills to support healthy and safe relationships and ensure good communication about these issues;

Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media;

Seeks to break down stereotypes, tackle negative behaviours and build a culture of positive tolerance and understanding consistently role modelled by all staff at the school.

Provide opportunities for reflection in order to nurture personal values based on mutual respect and care;

Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner;

Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding;

Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision;

Be delivered by competent and confident educators;

Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

2 Roles and responsibilities

RSE Co-ordinator

The RSE programme is led by the PSHE Coordinator, Cassandra Dorricott Juniper, with the support of the Senior Leadership Team. Lessons will be delivered by class teachers. the quality of provision is subject to regular and effective self-evaluation. The delivery of PSHE and RSE is monitored through:

- 1 termly Learning walks
- 2 termly reflection by teachers
- 3 CPD sessions focused on sharing good practice
- 4 book scrutiny
- 5 a subject development plan

Commented [CD5]: This hasn't been happening, should I implement now or get rid of it from policy?

Commented [CD6R5]: Ignore, it has been happening in their end of unit reflection in planning

The Governing body will approve the RSE policy, and hold the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring that relationships education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory sex education lessons, if applicable. The Headteacher should ensure subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Staff

Staff are responsible for:

- delivering relationships education in a sensitive way, taking into account pupils' family and faith backgrounds
- modelling positive attitudes to relationships education, as with any other subject
- monitoring children's learning in order to ensure they make progress
- adjusting their teaching according to the needs of individual pupils
- responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory sex education lessons, if applicable. Staff do not have the right to opt out of teaching relationships education. Staff who have concerns about teaching this subject are encouraged to seek support
- teaching is delivered in ways that are accessible to all pupils with SEND

Engaging stakeholders

As a school we are aware that the primary responsibility for providing children's RSE rests equally with the school and with parents and carers. Parents and carers are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. We recognise the need to work with parents and carers to ensure a shared understanding of RSE and to deliver an effective programme that meets the needs of all our pupils. For this reason, we encouraged parents to engage in the consultation process while the policy remained in draft form. Parents were also invited to request further information about the specific syllabus being delivered, to meet with us, and as mentioned previously, if they desired, to opt their children out of sex education lessons (barring those which are delivered as part of the mandatory science curriculum. Please see Appendix 8 for a template withdrawal letter which will be shared with parents before non-statutory content is shared.

Teachers' views and pupil voice are regularly invited to review and tailor our approach to RSE. Pupils are invited to complete feedback forms at the end of each year. Feedback forms are analysed by the PSHE Coordinator, shared with staff and are used to inform any changes to the policy, procedures or curriculum that need to be implemented.

3 Legislation (statutory regulations and guidance)

From “[The Relationships Education, Relationships and Sex Education and Health Education \(England\) Regulations 2019](#), made under sections 34 and 35 of the Children and Social Work Act 2017 we know that; RSE is mandatory in all maintained primary schools. At Windlesham we include Health education in PSHE. An outline of how we teach this can be found in the PSHE policy, but the sex education component, *is not compulsory in primary schools and primary schools should teach about relationships and health, including puberty.*

Government guidance ([RSE Statutory Guidance DFE](#)) summarizes requirements as:

Relationships Education	Relationships and Sex Education	Health Education
<i>All schools providing primary education, including all-through schools and middle schools (includes schools as set out in the Summary section).</i>	<i>All schools providing secondary education, including all-through schools and middle schools (includes schools as set out in the Summary section).</i>	<i>All maintained schools including schools with a sixth form, academies, free schools, non-maintained special schools and alternative provision, including pupil referral units.</i>
		<i>The statutory requirement to provide Health Education does not apply to independent schools – PSHE is already compulsory as independent schools must meet the Independent School Standards as set out in the Education (Independent School Standards) Regulations 2014. Independent schools, however, may find the principles in the guidance on Health Education helpful in planning an age-appropriate curriculum.</i>

The content set out in this [guidance](#) covers everything that primary schools should teach about relationships and health, including puberty. The government has created 5 key areas that each child should be taught by the end of Year 6.

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

Documents that inform the RSHE policy are:

[Education Act \(1996\)](#)

[Learning and Skills Act \(2000\)](#)

[Education and Inspections Act \(2006\)](#)

[Equality Act \(2010\)](#)

[Keeping children safe in education- statutory safeguarding guidance \(2021\)](#)

[Children and Social Work Act \(2017\)](#)

[Review of sexual abuse in school and colleges \(2021\)](#)

At Windlesham School we are respectful of all protected characteristics under the [Equality Act 2010](#). Protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity. Moreover, lessons are LGBT+ inclusive and SEND inclusive by being mindful of the [SEND Code of Practice 2014](#) when planning for this subject.

When discussing family units, we present a range of family structures including; same sex couples, heterosexual couples, adopted families, carers and single parent families. There are a variety of stories including these different family structures located in each classroom and the library and are used as a basis to teach about families and relationships.

In closing, it is important to highlight that the content of RSE is different from that of the Science curriculum where it is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary and secondary age.

4 Curriculum design

At Windlesham school we are committed to 'preparing children for life'. This also means preparing children to understand the nature of relationships and preparing them to be more confident and functional members of their community. We believe that an effective RSE curriculum can make a significant contribution to the development of personal skills. See Appendix 1 for the key objectives of the statutory RSE curriculum.

Across all Key Stages, pupils will be supported to develop the following skills as appropriate to their age:

- communication skills
- an understanding of and the ability to form positive relationships including self-respect, showing respect and empathy towards others, and helping to diminish peer on peer abuse as highlighted in the recent [OFSTED review](#).
- recognising and assessing potential risks
- managing conflict and regulating emotions

At Windlesham, RSE lessons are taught from Reception to Year 6. We use the GoGivers scheme and the [Feeling Good, Feeling Safe](#) document to implement RSE. Through our delivery of weekly PSHE and RSE lessons we significantly contribute to the school's safeguarding and equality duties, the government's British values agenda and the SMSC development opportunities provided for our children.

During every summer term, all year groups learn [Feeling Good, Feeling Safe](#), which is a whole school approach to preventing violence and abuse and aims to support pupils from Reception to Year 6 to learn the skills to keep themselves safe and to ensure they can get help if they need it. In addition, as a school and in consultation with governors, we have designed a Sex Education curriculum which features a graduated approach to teaching children about body parts, body awareness, puberty, reproduction, safe and unsafe touch, gender identity and female genital mutilation (FGM). For some of the lessons, starting in Year 4, the girls and boys will be separated, but both groups will still be taught the same content. This

is done so children feel more comfortable asking questions, i.e. when discussing periods, girls may feel more comfortable to discuss and ask questions in front of other girls. If there is a matter of a transgender child being in the class, the Headteacher and PSHE Coordinator will have a conversation with the parents and child to discuss how best to proceed. Please refer to Appendix 7 for a matrix of the graduated Sex Education curriculum and to Appendix 3 the Science units taught in Years 5 and 6 which relate to Sex Education.

Our Sex Education curriculum is based on protective behaviours, an evidence-based programme with two core themes:

- “We all have the right to feel safe all the time”
- “We can talk with someone about anything, even if it feels awful or small”

5 Safe and effective practice

All staff teaching RSE will be supported by the PSHE coordinator, Cassandra Dorricott Juniper. Sensitive issues will be handled with care and children will always be given the option to leave the room if they need to. Pupils’ questions will be answered openly and honestly by their teachers, providing children with the age-appropriate, relevant information they need. A safe learning environment will be created by both teachers and students agreeing to ground rules before commencing their lessons. Some examples of ground rules are:

- We will be respectful and sensitive of one other
- We will listen to one another
- We will be open to others’ opinions
- We will be kind to one another

Staff delivering PSHE and RSE will ensure the pupils, who indicate they may be at risk, get appropriate support by liaising with the appropriate pastoral team and adhering to the School’s Child Protection and Safeguarding Policy.

Within the curriculum design for RSE there are opportunities to teach safeguarding in accordance with KCSIE 2023 (para 130), which states: *Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment... These will be underpinned by the school/college’s behaviour policy, the Equal Opportunities policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Such a programme should be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities). NB: If any safeguarding issues are raised during RSE lessons, the school will refer to its Safeguarding policy.*

Classroom practice and pedagogy will take into account pupils’ development, age, ability, readiness and cultural background, protected characteristics and pupils with SEND and will be adjusted accordingly to enable all students to access the learning. We will use PSHE and RSE education as a way to address diversity issues and to ensure equality for all by addressing contextual issues identified through our pastoral management system and wellbeing surveys.

PSHE and RSE delivery is designed to comply with the Equality Act 2010. Provisions within the Equality Act allow the School to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of protected characteristics.

Relationships and Sex Education (RSE) takes account of the faith of individual pupils as well as the nature of the faith of the school whilst helping pupils from all backgrounds build positive and safe relationships and to thrive in modern Britain. When planning for teaching the religious background of pupils will be observed so that topics are appropriately handled.

Pupils will be made aware that some information cannot be held confidentially and will be informed that, if certain disclosures are made, the information may be disclosed to the Safeguarding team.

6.1 Answering Difficult Questions

During both formal and informal RSE sessions, pupils are encouraged to ask questions. Any questions from pupils are answered according to the age and maturity of the pupil concerned, and if the teacher delivering the session deems it appropriate to answer. In some lessons, an anonymous question box may be used (upper KS2) to allow children to ask questions about potentially sensitive or embarrassing topics (e.g. puberty). Teaching staff will endeavour to answer questions as openly as possible but if faced with a question they do not feel comfortable answering within the classroom, or that is not age-appropriate, provision may be made to address the individual child/young person's requirements after the session. Windlesham School believes that staff must use their professional skills and discretion in this area and speak to a Designated Safeguarding Lead if they are concerned about any pupil questions from a safeguarding perspective. Staff may also seek advice from the Headteacher or Assistant Head (Pastoral). Children may also be signposted back to parents/carers who also have a responsibility in talking to their children about sensitive matters. We will also encourage parents to talk with school if they have any questions or queries, and if they would like advice on how to better support their child and continue learning outside of the classroom.

Commented [CD7]: Should we do RSHE consistently or RSE?

Commented [J18R7]: RSE - the Health element is covered in psHe

6 Safeguarding

All members of staff who deliver any of our RSE programme, have statutory training around safeguarding children and are all aware of our school's [Safeguarding Policy](#) and procedures in the case of a disclosure or suspicion of a safeguarding concern.

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will follow the safeguarding procedure set out in the Safeguarding Policy. Teachers will consult with the designated Safeguarding Lead, or in their absence, the Deputy Safeguarding Lead.

7 Monitoring, reporting and evaluation

Teachers will use the PSHE planning document for each half term to plan and teach RSE lessons. There is an end of unit evaluation which each teacher completes, allowing them to reflect on their work and delivery of RSE. This reflection is critical to ensuring the delivery of RSE. As part of our assessment of PSHE and RSE, we have introduced a pupil reflection sheet. See Appendix 4 for an example.

Progress and engagement in RSE is reported to parents through yearly reports and termly grade sheets under PSHE. Moreover, parents are encouraged to email teachers through info@windleshamschool.co.uk if they have any queries about RSE.

The delivery of RSE is monitored by the PSHE Coordinator through:

- termly Learning walks
- CPD sessions focused on sharing good practice and moderating work
- Book scrutiny
- The subject development plan by the PSHE Coordinator

8 Review date

The policy will be reviewed biennially by the PSHE Coordinator and Headteacher or more frequently if required by changes in legislation. The next review date is September 2025.

Appendices

Appendix 1: Statutory learning objectives each child should be taught by the end of Year 6 taken from Dfe Guidance Document

	By the end of primary school:
Families and people who care for me	<p>Pupils should know</p> <p>1a• that families are important for children growing up because they can give love, security and stability.</p> <p>1b• 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. 1</p> <p>1c• 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.</p> <p>1d• 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.</p> <p>1e• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>1f• 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>Pupils should know</p> <p>2a• how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>2b• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>2c• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>2d• 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.</p> <p>2e• 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>Pupils should know</p> <p>3a• 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.</p> <p>3b• practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>3c• the conventions of courtesy and manners.</p> <p>3d• the importance of self-respect and how this links to their own happiness.</p> <p>3e• 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.</p> <p>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.</p> <p>3f• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>3g• the importance of permission-seeking and giving in relationships with friends, peers and adults.</p>

Online relationships	<p>Pupils should know</p> <p>4a• that people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>4b• 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.</p> <p>4c• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>4d• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>4e• how information and data is shared and used online</p>
Being safe	<p>Pupils should know</p> <p>5a• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>5b• 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.</p> <p>5c• that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>5d• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>5e• how to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>5f• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>5g • how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>5h• where to get advice e.g. family, school and/or other sources.</p>

Appendix 2: Curriculum overview of PSHE and how we cover the statutory RSHE objectives across the school in both PSHE and Science

Key:

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

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1 Class rules 3c Learning Styles. Friendship focus unique to class. Meet the GoGivers (How to)		Class rules 3c Learning Styles. Friendship focus unique to class. 2c Resilience - bouncing back.	Class rules 3c Learning Styles. Friendship focus unique to class. 2c Peer pressure & stereotypes 3g,3f	Class rules 3c Learning Styles. Friendship focus unique to class. 2c. Children's Rights 3e GOGIVERS: Our Class; Right to education; Mediation and resolving conflict	Class rules 3c Learning Styles. Friendship focus unique to class. 2c Nelson Mandela. Sustainable Development.	Class rules 3c Learning Styles. Friendship focus unique to class. Rights and Responsibilities.

Autumn 2	Anti-Bullying - The Selfish Hen. 3f Taking Responsibility (Caring for Pets). 3b Caring for our Community. 3b, 3e Taking Responsibility.	Anti-Bullying - 3f Law - Anna's Monster Lies The power of giving How families look different around the world and in the community. Discuss how families are different around the world ie: adopting, same sex parents. 1c	Anti-Bullying - 3f Each person's body belong to them linked to self respect, 5c Pollution: Expedition to Planet Blueball	Anti-Bullying - 3f importance of permission seeking 3h How to ask for advice or help, where to get advice from. 5h/2e Safe in Cyber Space; Inspiring stories of young fundraisers 4c	Anti-Bullying, different types of bullying including cyberbullying & bystanders Magna Carta. Respecting all our differences - homophobia- relate to marriage and discuss same sex couples. . 1c	Anti-Bullying 3f How to ask for advice or help, where to get advice from. 5h/2e CITIZENSHIP AND THE WIDER WORLD & BEING PART OF A SCHOOL COMMUNITY How to recognise if family relationships are making them feel unhappy or unsafe and how to seek advice. 1f
Spring 1	Internet Safety. 4c Litter, pollution 3b Pedestrian training.	Internet Safety. 4c Friendships - More than just one friend (different points of view.) 2d, 2b Family relationships- People Who Are Special To Me. 1a, 1b	Internet Safety. 4c+ How to recognise and report feeling of being unsafe online. 5e Community - Schools focus. Community/global citizen - GoGivers Park. 3b	Internet Safety. 4c, 4d GOGIVERS: Fairtrade; Debates/different opinions - (Conscience Corridor, For and Against.); Climate change	Internet Safety (Keeping Safe in Cyberspace.) 4c, 4d Know how information and data is shared and used online. 4e Heroes - Martin Luther King. Mary Seacole & Florence Nightingale.	Internet Safety-USING TECHNOLOGY FOR GOOD 4c, 4d DEMOCRACY - PART 1 DEMOCRACY - PART 2 DEMOCRACY - PART 3 Gandhi (working for peace).
Spring 2	Managing Anger. 5a Characteristic of healthy family life- protections and care for chn and importance of spending time together. Challenge nuclear family stereotype (ie: single parents, same sex parents). 1b	PLASTIC POLLUTION SAVING ENERGY How to recognise who to trust, how to judge if a friendship is making them unhappy & how to seek advice or support if needed. 2e	Environment - (The Earth in Our Hands.) (What kind of Farming). Refugees	GOGIVERS: Equal Opportunities. 3a Gift of Sight.	Diversity 3a - Identities. Belonging to groups. Brexit. International Trade after Brexit. Jealousy. Science: Sexual and asexual reproduction of plants.	Handling Stress. WHAT IS AN INFECTIOUS DISEASE? PREVENTING INFECTIOUS DISEASES Stable, caring relationships=heart of happy families, important for children's security as they grow up. Challenge stereotypical family units, discuss same sex relationships and different ways of conceptions ie: IVF, surrogacy. 1d Marriage= legally recognised commitment to two people. 1e
Summer 1	Feeling Good, Feeling Safe. 5a, 5c, 5e	Feeling Good, Feeling Safe. TON GUE: THE POWER OF WORDS	Feeling Good, Feeling Safe. 5a, 5c, 5e	Feeling Good, Feeling Safe. 5a, 5c, 5e	Feeling Good, Feeling Safe. 5a, 5c, 5e Sex Ed	Sex Ed - Feeling Good, Feeling Safe. 5a, 5c, 5e RSHE.(AO/AT) Family Life, challenging stereotypes 3g, dilemmas (Eca) Science: Evolution and Inheritance biology: DNA - what is it? Who discovered it? What is variation? What are inherited traits? What are adaptive traits? What is mutation? Why does it happen?

Summer 2	Disability 3a. Going on a Bear Hunt (sight). Self reflection and self esteem 3d - All About Me. Transition.	RESILIENCE: BOUNCING BACK MONEY - WANTS AND NEEDS Transition.	Sharing, generosity - Chicken Soup. Charitable Giving. Water Our Most Precious Resource? Transition.	Transition. History of the Olympics. Inspiring people - Mo Farah, Jessica Ennis (Focus on resilience and motivation.) Tolerance keeping an open mind. 3a	Economic Well-being. - inspiring stories: young fundraisers. Why do we pay taxes? The Benefits System. Transition Science: Animals including humans: the circulatory system linking lungs and heart systems.	Online relationships- people can behave differently online (pretending to be someone they're not). 4a Should still treat people with respect online- cyberbullying. 4b Fake news & sources of information 4d (ECa) Science: Sexual Education: safe relationships, puberty and what that means for girls and boys-menstruation, conception, labour, birth.
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Appendix 3: Science planning Years 5&6

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.' p.23 (Dfe RSHE) . Content in red relates to RSHE.

	Year 5	Year 6
Autumn 1	Forces: identifying ground force, gravity, balanced forces, Investigating friction, water and air resistance through scientific enquiry.	Light: How we see light and light sources. What is a reflection? Refraction and the colour spectrum - Newton's Theory of colour Fun with filters.
Autumn 2	Earth and Space: Spherical Bodies The Planets Geocentric v Heliocentric How day and night occur Phases of the Moon.	Electricity: introduction of circuits. Learning and identification of circuit symbols Investigation into voltage and effects on bulb brightness. Planning and undertaking of investigation decided upon by children.
Spring 1	Properties of Materials: testing of different properties Enquiries and investigations testing the different including conductors and insulators. Useful new materials.	Living Things and their habitats: Identify different types of animals and how they are classified. Discuss and introduce Linnaen system of classification. Microorganisms and investigating their optimum conditions.
Spring 2	Properties of Materials: testing of different properties Enquiries and investigations testing the different including conductors and insulators. Useful new materials.	Living Things and their habitats: Identify different types of animals and how they are classified. Discuss and introduce Linnaen system of classification. Microorganisms and investigating their optimum conditions.
Summer 1	Living Things and their habitats: life cycles including plants, humans, mammals, amphibians. Sexual and asexual reproduction of plants. Seeds and methods of seed dispersal.	Evolution and Inheritance biology: DNA - what is it? Who discovered it? What is variation? What are inherited traits? What are adaptive traits? What is mutation? Why does it happen?
Summer 2	Animals including humans: the circulatory system linking lungs and heart systems. Identifying different food groups and their functions. Effects of exercise on pulse rate. Effects of drugs and alcohol on the body.	Sexual Education: safe relationships, puberty and what that means for girls and boys-menstruation, conception, labour, birth.

Appendix 4: Pupil reflection sheet example

Exit Slip

Date: _____

What did you discuss during the lesson?

We talked about Citizens and community.

What did you think? Have you learnt anything new? Was there anything you found interesting?

I have learnt that communities are groups of people and they have things in common.

Appendix 5: Template Withdrawal from Sex Education Letter



[Date]

Dear Parents and Carers,

In the summer term, your child will be taking part in lessons dedicated to the RSHE curriculum. As part of the RSHE curriculum, your child will be taught Sex Education themes relevant and appropriate to their age. The themes we will address are listed below.

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-
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If you have any questions or would like to discuss these themes further, please email info@windleshamschool.co.uk to arrange a time to discuss this with Miss Dorricott Juniper (PSHE coordinator) and/or Mr [Ingrassia](mailto:ingrassia).

Moreover, if this is something you do not wish your child to take part in, please fill out the form below and submit to the office before the end of the first week of the summer term. Please note that sex education, which forms part of the Science curriculum (as indicated in appendix 3 of RSHE policy), remains statutory.

Kind regards,
Miss Dorricott Juniper
PSHE Coordinator

Request to Withdraw from Lessons

I do not wish (pupil name) _____ in (class) _____ to take part in the Sex Education lessons during the Summer term.

Parent Signature _____

Date _____

Appendix 6: Sex Education curriculum

	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
1	Children shown diagram of bodies and teacher discusses correct terminology of external body parts: Penis, testicles, vagina, breasts, anus, nipples. Teacher will reinforce notion of private parts and relate this to safe and unsafe touch.	Children will review terminology used in previous years. Children are able to identify body parts accurately. Teacher will reinforce toilet hygiene and importance of being clean.	Additional names introduced: testicles, pubic area. Children able to use accurate terminology to label body parts with support.	Children able to use accurate terminology to label external body parts independently. Internal body parts introduced which are relevant to the teaching of menstruation.	Children can identify all main external and internal body parts independently and begin to understand function of these.	Children can identify the external genitalia and internal reproductive organs in male and females and how the process of puberty relates to human reproduction. Children will discuss differences in human shapes and forms and the importance of having a positive perception of their bodies.
2						
3	Children know the different phases of life: baby, toddler, child, teenager, adult and begin to discuss differences and similarities.	Children know that children go through a series of changes to become an adult. Height, hair, muscle, body frame, facial features all change significantly.	Children introduced to the term 'puberty', a word which indicates changes to the body. Children will be taught that puberty happens at different times for everyone and that puberty is when a child's body begins to transition into an adult's body.	Children discuss puberty and how this relates to changes to the body, specifically the effect of hormones on the body, including periods. Children are taught the same content but split into boy/girl groups for short discussion sessions to allow them to feel more comfortable to ask questions. Boys will also understand about periods.	Children understand in greater detail the physical and emotional changes that happen when approaching puberty (including menstruation, erection, wet dreams). Children are taught the same content but split into boy/girl groups for short discussion sessions to allow them to feel more comfortable to ask questions. Boys will also understand about periods.	Children discuss effects of puberty in more detail ie: acne, body hair, voice breaking, body odour- children understand why this happens and the importance of hygiene. When discussing periods, children are given a more detailed explanation in Science of the menstrual cycle and of different sanitary products. Girls shown 'period box' which has a collection of different sanitary products for them to explore and ask questions about- children split into boy/girl groups for short discussion sessions to allow them to feel more comfortable asking questions. Boys will also understand about periods. Boys will also be shown the 'period box' and understand about periods.
4	Children know families can look different and have different structures including same sex parents, children know that families can have babies from adoption.	Children know families can look different and have different structures including same sex parents, children know that families can have babies from adoption.	Children explore family structures in more detail. Children explore other types of family structures they are familiar with.	Children explore the traits which are common to all families. These may include mutual support, love, respect... Families do not have to be genetically related. Children are introduced to the idea that other forms of reproduction allow families to be created- IVF, surrogacy...	Children can identify the external genitalia and internal reproductive organs in male and females and begin to explore and discuss how the process of puberty relates to human reproduction.	Children will review information learnt in year 5 discuss human reproduction in greater detail.
5	Children discuss 'My body belongs to me'. Children know which parts of their body are private and shouldn't be touched without their permission.	Children know the PANTS* rule, continuing with theme of 'my body belongs to me'. Children know early warning signs, recognising different emotions and what that means.	Children review the NSPCC PANTS rule. Continue discussing 'My body belong to me'. Introduce consent to non-sexual touch ie tickling, touching hair... Children know they have rights to their body which no one else has.	Children can recognise how to keep themselves and others safe and how to ask for help. Further discussion about consent and appropriate behaviour between friends.	Children learn there are 4 types of abuse (physical, sexual, emotional and neglect). Children know how to keep themselves safe and who to tell if they feel unsafe.	Children discuss consent in more detail and the importance of consent. Children review the concepts of abuse and discuss peer on peer abuse ie abuse through technology (illicit photos). Children are able to recognise risks and early warning signs.
6						Children understand the term 'transgender' and how this means that a person doesn't feel like their gender matches their biological sex at birth.
7				Children know what FGM stands for and that it is illegal in UK.	Children know what FGM stands for and that it is illegal in UK.	Children know what FGM stands for and that it is illegal in UK.
8	*PANTS rule: Privates are private/Always remember your body					
9	Statutory Science curriculum					